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ABSTRACT

This is the second part of a teaching guide described in SO 000 195. "A series of inquiry plans for the systematic development of learning and thinking skills are provided." (SBE)

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Economics Education

for schools

SO 000 196

grades 7-12

ERIC CLEARINGHOUSE FOR SOCIAL

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ECONOMICS EDUCATION:

A GUIDE FOR NEW YORK SCHOOLS

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I hear...and I forget,

I see...and I remember,

I do...and I understand.

Chinese Proverb

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A STATEMENT OF PHILOSOPHY

> In our schools today, formal education too often gets in the way of learning.
> Sidney Poitier

The development of the material in this guide is based on several beliefs that the authors hold about the purposes and processes of education. It is our feeling that these beliefs need to be explicitly stated at the outset of this guide, so that teachers are fully aware of what is expected of them during the implementation of the following materials.

Let us begin with the teacher. The role of the teacher in the classroom should be that of a manager of the learning process, not a dispenser of facts and answers. Students come to school to learn. They are what school is all about. The adult in the classroom who dominates all discussions, answers all questions, and leaves the impression that he, together with one or two books, holds all the "right answers," is being over-paid, at any price. The effective teacher is one who initiates pupil-to-pupil discussions, guides students to seek or develop their own answers, and recognizes that the more one explores a variety of materials, the more complex and doubtful "right answers" become.

To construct this kind of classroom environment, the teacher must plan. Planning for student learning is the central purpose of the teacher. This planning involves defining goals and outlining strategies for student attainment of those goals. Students must have a major role in the planning process, and they should be fully aware of what is expected of them. The goals and activities of education should not be designed to deceive children. Learning is not the process of guessing what the teacher wants. It is a process of knowing what is expected and being given the time and materials to do it.

The responsibility of public school education is to help students develop the skills of learning, not to develop specialists. We are not producing historians, economists, biologists, mathematicians, or librarians. If we must label our product, they are

closer to generalists than anything else. They should develop the skills necessary to participate in society and to be able to adjust and adapt to a rapidly changing environment.

To accomplish these seemingly ambiguous goals, our public schools should concentrate more on how to learn and less on memorizing facts. Each day we are reminded that what we once thought was a fact is now highly questionable. Consider some of those fine old questions you could always answer: "Who discovered America?"; "What is a communist?"; "What does the Republican Party stand for?"; or "How much is 2 and 2?" If you are still positive of the answers to these questions, you may not be interested in using the materials in this guide. The explosion of knowledge is occurring so rapidly today that it is completely futile to try to remember everything. The best that we can do is to learn how to learn; that is, to develop the skills of how to locate, organize, and manage information. These skills are applicable to all knowledge, and therefore, they provide the student with useful methods of seeking whatever knowledge he will need in the future, instead of limiting him to being able to recall facts of the past.

This leads to the next belief. Students should spend less time storing information about man's history and more time exploring the conditions of the present and speculating about the future. As teachers, we adults take great pride in storing and transmitting the history of ourselves, our communities, our state, and our nation. By the time we have been in teaching ten years, we have nearly reached the half-way point in our lives. But what interests us does not necessarily interest our students, and this is as it should be. Most of their lives still lie in front of them and that is what they are concerned about. To this end, the learning process should be designed to permit students to hypothesize, not memorize; that is, to look forward more often than back.

Finally, developing skills of how to learn should revolve around the use of models of inquiry. Learning cannot be a helter-skelter process. Learning results from seeing problems or asking questions, and then seeking solutions or answers through the process of inquiry. Regardless of their age, people do not seek answers unless they see a need for something or have a problem they

wish to solve.

The skill with which people use the inquiry process depends on the experience they have had with it. For this reason, learning through inquiry should be part of the strategy of every grade level. The skills should be developed sequentially and deliberately, so that the student has opportunities to constantly expand and refine the process, as he moves from grade to grade through our public schools.

None of these beliefs are original with us. As in most things, our beliefs are conclusions we have reached by watching children, and listening to as well as reading what others have to say. For us, Postman and Weingartner's, Teaching as a Subversive Activity; Sander's, Classroom Questions: What Kinds?; Gagné's, The Conditions of Learning; and parts of Fraser's, Social Studies Curriculum Development: Prospects and Problems, have a great deal to say. We believe that these books deal with the essential problems of today's educational institutions. If all of the ideas in this guide are not consistent with the ideas of these people, it is our responsibility and not theirs. At least, we all agree that for our public schools to survive, some radical changes must occur in how and what we plan for learning, and they must occur quickly.

The Authors

Oneonta, New York
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The project also wishes to acknowledge the extensive contributions made by the nine school districts that labored so diligently during the past school year with the original curriculum materials published by this project in the summer of 1969.

Greene Central School	Greene, New York
Charlotte Valley Central School	Davenport, New York
Gilboa-Conesville Central School	Gilboa, New York
Laurens Central School	Laurens, New York
Norwich City Schools	Norwich, New York
Oxford Academy & Central School	Oxford, New York
Roxbury Central School	Roxbury, New York
Andrew S. Draper Central School	Schenevus, New York
Sidney Central School	Sidney, New York

The continual efforts of nearly 125 teachers in these schools provided the professional judgments and criticisms that enabled the project writers to put this revised publication together. A special thanks must be extended Mrs. Lorraine Zimniewicz and Miss Patricia Breen of the Sidney Central School for their assistance in preparing the seventh grade materials.

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HOW TO USE THIS GUIDE

Planning for learning is the essence of teaching. What and how you plan are excellent indicators of what you believe school is for. The process by which plans are implemented provide further knowledge of what you believe is the role and purpose of a teacher in the classroom environment.

This guide is a series of plans for learning. It includes the plans for conducting the learning process in and outside of the classroom. It has been constructed from the beliefs which the authors hold about learning and the role of the teacher in that learning process. This guide should not be viewed as a total program for social studies in any grade. It is intended only as a beginning, but with this difference. The kind of learning environment created by these materials is applicable to all other learning in the social studies.

Planning for learning begins at the end and works backward to where learning by the students starts. The process of planning for learning begins by stating the goals to be accomplished at the end of a given time period. When goals have been defined, the specific objectives involved in reaching those goals must be identified. These are followed by the planning of strategies to reach those objectives. The strategies define the materials that will be necessary, and it is in these materials that the content which the class will be exploring is to be found. In general terms, this was the process followed in constructing this guide.

It would appear, from the previous description, that content was the last consideration in the preparation of these materials. That is very close to the truth. As stated in the philosophy earlier in this guide, public school education should be dealing more with the business of how to learn and less with what to learn. We are not in the business of training economists. That is the responsibility of institutions more specialized than our public schools. Our responsibility is to children and their communities, and it involves the systematic development of learning and thinking skills. That the discipline of economics offers an excellent

vehicle by which these skills can be developed, is fortunate; otherwise, there would be no reason to include the discipline in the curricula of our public schools.

The descriptions that follow are designed to explain to the teacher the purpose of each part of the materials found at any grade level.

General Overview: These are the introductory remarks for the teacher as she begins the use of the materials at her grade level. The paragraphs provide a summary of the plans developed, the authors' justification for the plans, and an identification of the concepts and content that the students will explore.

Individual Topic Overviews: Each topic within a grade level begins with this short description for the teacher. It may be considered in two parts. First, an outline of the content and the strategy for instruction is described. Second, the thinking and learning skills that will be introduced or developed during that topic are listed. This overview provides the teacher with the best preview of what is planned in the pages that follow it.

Objective Flow Chart: At the bottom of each topic overview is a chart covered with numbers and lines. This chart is a schematic of the procedure to be followed in accomplishing the thinking and learning skills delineated in the objectives of that topic. Each number on the chart corresponds to an objective in the topic. The lines connecting the numbers define the path to be followed in accomplishing the objectives. Thinking skills come in varying degrees of complexity. Some skills are low level and can be accomplished early, while other skills are more complex and must come only after low level skills are developed. Thus, this chart shows simple, intermediate, and complex columns, and all objectives are categorized into these three columns. For students to be successful in developing the thinking skills of a topic, the teacher must not skip around from objective to objective at her own fancy. She must proceed from Objective 1 on through the end of the topic in specific order, as shown in the flow chart.

In each topic, the teacher will find three columns titled Objectives, Content, and Instructional Strategies. These have been designed in parallel structure so that the teacher can view the main elements of the plan horizontally across two pages of the open book. On any particular day, the teacher will be able to open the book where she stopped yesterday, and say immediately, "These are my objectives for today, and this is the instructional strategy for accomplishing these objectives." How far the class progresses in any one day depends on the strategy and the accomplishments of the students.

Objectives: This left column is the key to the whole program. The Objectives, when read carefully, describe the whole learning process. Most of the objectives begin with a statement that describes what must precede this objective, or what the students need in order to develop the skill described later. Next, is the statement - "the student will demonstrate his ability...." This is repeated in every objective to remind the teacher that learning centers around the student, not the teacher. It is the student who is to develop and demonstrate specific skills, not the teacher.

The first statement that begins with an underline describes the thinking skill the student will develop. This is the key to the objective, and the factor around which all education should revolve. If one puruses this entire program, he will find only about two dozen different skills. That is because the basic skills of learning how to think are quite few in number. However, to build the skills involved in thinking, the student needs continued opportunity to enlarge and develop these skills as he matures. As an example of this idea, both five and fifteen year-olds develop the skill of detecting similarities between items, but the fifteen year-old's skill will need to be much more discriminating and perceptive.

Finally, each objective closes with a second underlined statement. This part describes the type and level of performance that the student will demonstrate when he completes the activity planned for him. The statement is really the

evaluation criteria upon which the teacher will decide to what degree of success the student can perform the skill that he was asked to develop. If the student can perform at the level defined in the objective, he may proceed to the next objective. If he cannot perform at that level, then new strategies will need to be planned until he can meet those standards. In very simple terms, if education is for students, and some objective is planned for them to accomplish, then the student should not proceed to some new objective until he has accomplished the first objective planned for him. All objectives are stated in terms of terminal performance, not beginning performance. This means that an objective describes the skill to be developed and the level of performance the student will demonstrate <u>at the close</u> of the planned activity.

<u>Content</u>: Most of this guide leaves the content column empty, and for good reason. Most of the strategies planned in this guide revolve around a model for inquiry. These models are designed to explore several events or time periods throughout the school year. In using the models, <u>the student</u> will seek whatever content is necessary to complete his inquiry. Since this program fosters skill development rather than content memorization, the strategies are designed so that the student will identify the content he needs, and not the content some guide insists that he memorize.

<u>Instructional Strategies</u>: This column describes in detail the plan or activity that must be followed so that students may have the opportunity to develop the skills outlined in the objectives. The strategy includes specific activities and questions that the teacher should use. Thinking skills don't just happen. They are the result of carefully planned procedures which take the student step by step through a series of events. In these events he learns what is expected of him, and then is given the opportunity to fulfill those expectations. Most of the strategies in this guide are models to be repeatedly applied to a series of events or situations throughout the year. In this way, students have the

opportunity to build and strengthen specific thinking skills through repeated use. This kind of reinforcement is necessary, if the student is to retain, beyond the end of the school year, those thinking skills which he used during the year.

Finally, two elements one might expect to find in a guide of this type are missing. Some explanation of this is necessary.

Bibliography of Materials: As a practical matter, the authors do not believe that a guide of this type should be restricted to specific textbooks, films, or other materials. If these materials are not available to the teacher, then the whole guide becomes a washout. The selection of specific materials occurs after goals, objectives, and strategies are planned. These have been planned for the teacher. It is now her responsibility to select, from the material she has available, the media that students need. As soon as students are able, they should select their own materials. They are the people who need to develop the skills of using resources, and these skills can only be developed by getting involved in using the materials.

Evaluation Techniques: To the uninitiated, this guide lacks the testing devices necessary to measure student accomplishments. True, the guide does not include any sample test items. However, a careful reading of the objectives will reveal that each objective closes with a specific description of the performance expected from the student. Each of these specific descriptions can easily be transformed into evaluation techniques. The teacher must continually remember that the objectives in this guide deal with thinking skills to be developed and not content to be memorized. Very few of these skills can be evaluated through multiple-choice questioning. Asking the student to, "list the names of all the United States Presidents in order," is not an example of a test question that measures anything the objectives in this guide seek to accomplish.

In the coming year, the authors of this guide will compose some evaluation devices for the objectives found here. A supplementary guide for evaluation should be available in September, 1971.

GENERAL OVERVIEW: GRADE 7

The study for Grade 7 - Our Cultural Heritage - deals with the investigation of several cultural patterns using those found in New York State as a model. The emphasis is placed on investigating history through models of inquiry, rather than on memorization of masses of trivia.

The topics that follow are specifically designed to guide students through a process that can be expanded and refined during each succeeding year of high school. Beginning with several concepts in Topic I, students are encouraged to recognize these in a variety of cultural settings. Next, the students are asked to generalize about the existence of these concepts in other societies. Finally, following the development of a series of pertinent questions, students are guided through the process of applying these questions by exploring cultural patterns that have existed historically in our State.

The third topic has been designed to bring the knowledge of the past and present to focus on the life and growth of our State in the future. Using a document issued by our State government, the student is asked to speculate and propose changes that he feels should be considered in planning our State's future. This strategy of "focusing-on-the-future" should be dealt with in a most serious manner. Considering the events that should be part of tomorrow in an orderly and skillful way, is to educate a citizen capable of dealing with the future. Permitting students to use their imagination in constructing these plans is to encourage the kind of creative minds our society will need to manage the complexities that will confront us well beyond the end of this century.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In each introduction the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

Every generation and every community gets precisely the younger generation it deserves. The young will not conform to a patiently shallow, self-seeking and callous attitude among their elders.

Equally, they cannot be expected to feel that they belong to a community which ignores their existence and makes no attempt to involve them in the problems and opportunities of adult society.

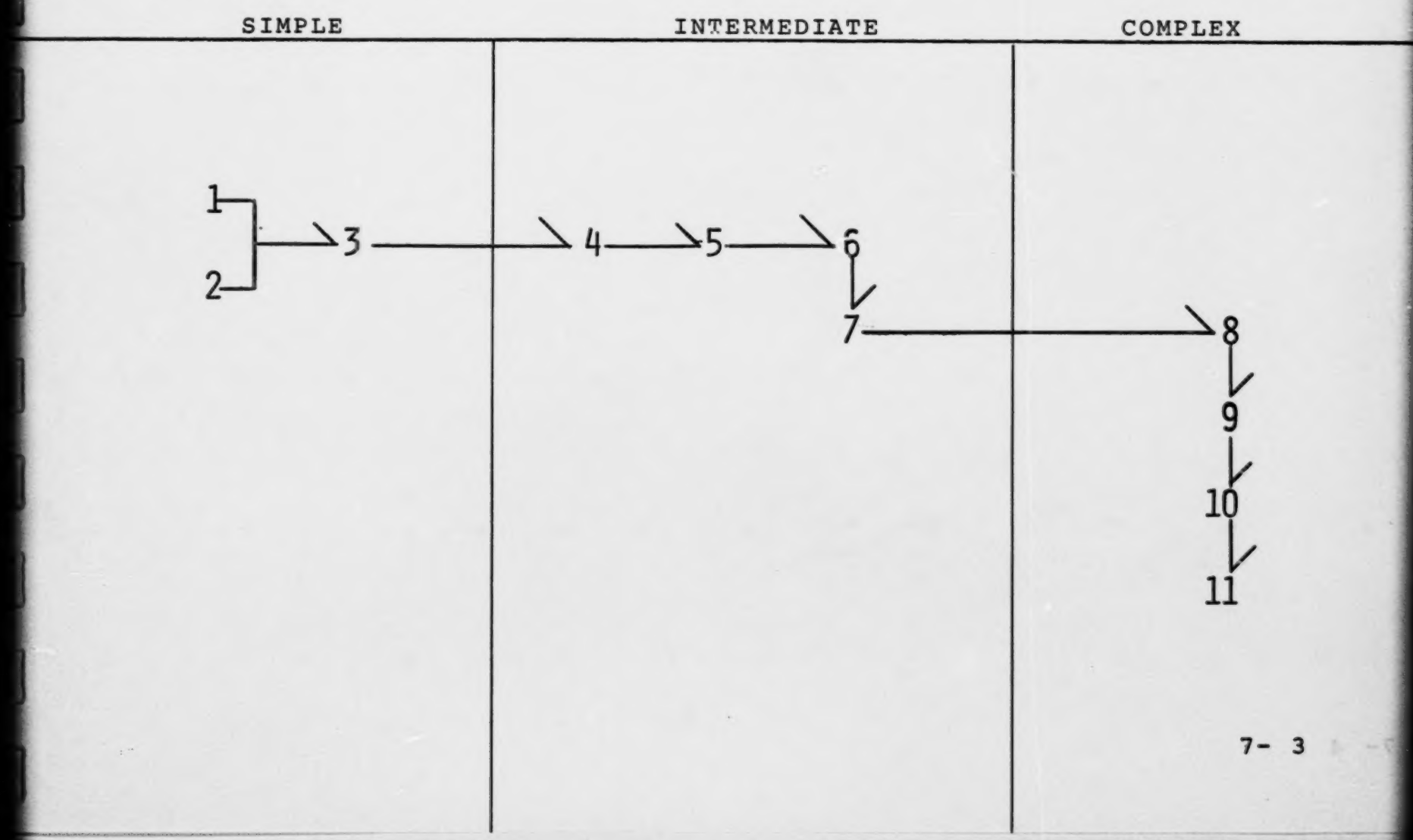
Duke of Edinburgh

OVERVIEW: TOPIC I

The study of Our Cultural Heritage is introduced through the exploration of several anthropological concepts that are necessary to design an inquiry model in Topic II. These concepts deal with patterns of time and patterns of space used in organizing the environment of a society, and "Umwelt." Although other concepts such as symbols could be dealt with (as they are in units of study designed by the New York State Education Department), it is felt that the concepts explored here are sufficient for the construction of an inquiry model that will permit students to explore the economic organizations of societies that have existed in our state through its history.

The skills emphasized in this topic deal with students' ability to detect similarities and differences; to define criteria used in reaching conclusions, and to summarize and generalize about patterns based on identified evidence. The concepts explored in this topic have wide application to organizations of man other than his economy. Because they have such wide applicability, teachers should work deliberately to ensure all students have grasped these concepts before constructing inquiry models and applying them to the study of man's institutions.

OBJECTIVE FLOW CHART



TOPIC I

7TH GRADE

OBJECTIVES	CONTENT
1. Given two objects, - the student will demonstrate his ability - <u>to detect similarities</u> and differences - <u>by listing</u> at least two characteristics of each object that are similar and two characteristics of each object that are different.	1. Items may be compared by size, shape, use, color, texture weight, etc.
2. Having listed similarities and differences of two objects, - the student will demonstrate his ability - <u>to draw defensible conclusions</u> - <u>by stating</u> in his own words, whether the objects are more similar or different and cite the characteristics he used to reach that conclusion.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

In this activity, the students will become familiar with the process of generalizing. Show them two objects - a basketball and a baseball - and ask these questions:

1. What is similar about these things? (shape, they roll, they both have lines)
2. What is different about them? (color, size, weight, number of lines)
3. Are they more similar or more different?
4. How was it possible to conclude that they were more alike?

This activity must be performed no less than two or three times. Use another set of objects (two different chairs or books) but always ask the same questions (1-4). Students should list the criteria (the questions) in their notebooks for later reference.

B. (Strategy for Objectives 1 and 2)

As an application lesson, give students two or three sets of different items or ideas (three items or ideas to a set) to 'sort out' for homework. The 'sorting out' must be along the lines of differences and similarities. In this manner they will become familiar with the process of:

1. asking questions
2. categorizing
3. labeling
4. drawing conclusions - you must insist on a summary statement about the items or ideas such as:
   a. they are more alike
   b. they are more different
   c. they are almost the same
   d. they are quite different.

OBJECTIVES	CONTENT
3. Given a choice-making activity, - the student will demonstrate his ability - <u>to recognize and verbalize</u> criteria he has used to make a decision - <u>by stating</u> a choice he would make in a situation and listing at least three criteria he used to reach that decision.	3. A criteria may be defined for this grade level as that set of minimum standards one uses to make a judgment, decision, or choice.
4. Having reached a decision in a choice-making activity and citing criteria used to make that choice, - the student will demonstrate his ability - <u>to detect cause and effect</u> relationships - <u>by explaining</u> in his own words how the criteria he used to make his choice affected the choice he made.	4. Intuitive judgments aside, the reasons for one's choices are based on what one chooses as standards. (criteria)
5. Having participated in several choice-making activities and having cited the criteria in each, - the student will demonstrate his ability - <u>to detect similarities</u> in a process - <u>by listing</u> at least three steps he followed that were common in all the choice-making activities he considered.	

INSTRUCTIONAL STRATEGIES

C. (Strategies for Objectives 3, 4, and 5)

Let's Make a Deal.

This strategy is presented to enable students to employ their skills of questioning, observation, and decision making. Begin with three shoe boxes, each filled with some objects such as paper, chalk, books, or coins. Wrap each box and mark them A, B, and C. Place these before the class, but do not permit them to handle these at first. Ask:

1. If you were asked to choose one of these boxes, which would you select? (Ask this of several students.)
2. Why did you select the box? (What criteria did you use to make your selection?) List criteria on the board.
3. Could you make a better selection if you had more information about the boxes?
4. What additional information would you like? (Would it help if you could touch, lift, shake, smell, or listen to the boxes?) Permit the students to do this.
5. Now that you have additional information, what box would you choose?
6. Is your choice different than before? Why? (new criteria) List these on board.

After completing this activity, present students with one or two more similar situations; e.g.

1. Who will win the World Series?
2. Who will be the Professional Football Champion this January?
3. Where would be the best place in the world to live?

Discuss these situations in the same way as you did the boxes.

1. Why did you select the team or place that you did?
2. What additional information would you like to have?
3. Does additional information affect your selection?
4. What criteria did you use to make your selection?

Now that you have considered at least two problems, ask:

1. What steps did we follow to arrive at a conclusion in each situation? (1) looked at the box or problems; (2) asked questions about it; (3) established a criteria for selection; (4) consciously or unconsciously compared the criteria with our own wants or desires; (5) reached a conclusion or decision.
2. Of the steps we have identified, which are the most important in helping one to arrive at a satisfactory conclusion or decision? (All are important, but particularly asking questions and establishing criteria.)

OBJECTIVES	CONTENT
6. Given several sets of symbols, first in unrecognizable patterns, then in recognizable patterns, - the student will demonstrate his ability - to formulate generalizations from several examples - by stating in his own words how recognizable patterns affect our ability to comprehend and manage our environment.	6. Symbols are a device used by man to represent a set of ideas. To qualify as a symbol, it must have the same meaning to everyone in the culture. They are also used to make difficult things manageable. (numbers and alphabet)

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 6)

The skill of organizing information into useful or recognizable patterns.

Place five lines and a circle in random order on the board (e.g. \ // = O). Ask students to look at them for a moment. Now cover these and ask students to reproduce the pattern as it appeared. After students have tried (some students could put their patterns on the board), uncover the original pattern and compare. Now rearrange the lines and circle ( ) and repeat the process above. Next ask:

Which pattern was easier to reproduce?
Why? (because it was arranged in a familiar pattern)

Repeat the process above with other sets of objects. For example, use the first ten letters of the alphabet or the numbers 1-10. First mix the order, then follow with the 'correct' order and ask:

1. Which pattern was easier to reproduce?
2. Why was the second pattern in each easier?

OBJECTIVES	CONTENT
7. Having generalized about the role of patterns as an organizer of our environment, - the student will demonstrate his ability - <u>to locate evidence</u> in his life to support a generalization - <u>by listing</u> at least three examples of patterns that exist in each his school, home, and community.	7. Patterns are developed and used by man to simplify and manage his environment.
8. Having identified examples of patterns of time and space in his own life, - the student will demonstrate his ability - <u>to generalize</u> about his environment - <u>by stating</u> in his own words the importance that patterns of time and space have in his life.	8. All human activity is organized into time and space patterns of the same kind.
9. Having generalized about patterns of space and time in his own environment, - the student will demonstrate his ability - <u>to speculate</u> about other societies based on evidence in his own society - <u>by stating</u> how common he believes patterns of space and time are in other societies and citing at least two examples of time and space patterns in two different societies.	9. All cultures organize space in regular patterns (special areas, buildings, the village pattern). Likewise all cultures have time patterns, however simple the culture. (Seasons, cycles of moon, hours, when to work, holidays, etc.)

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 7, 8, and 9)

To relate the idea that patterns aid people in comprehending and managing their environment (e.g. the alphabet), ask students to identify examples of patterns of organization in their own environment:

1. In the school - class periods, eating areas, library, gym, science labs, offices - (these are patterns of both space and time).
2. In the home - bedrooms, bathroom, kitchen, garage, meal time, homework time.
3. In our community - streets, shopping areas, village dump, church time.

Summarize the similarities between all these by asking:

1. Do each of these areas have examples of patterns of time and space?
2. What general statement can we make about such patterns in our lives? Some acceptable statements would include:
   a. We organize all things into patterns of time and space.
   b. Organizing our environment into patterns helps us to comprehend and manage it.
3. If you had to make an "educated guess," would you say these types of patterns are used by all societies? (Yes)
4. If all men do use these patterns, how do you explain the wide variety of differences in man's societies throughout the world; e.g. Eskimo, Arab, Indian, etc.?

OBJECTIVES	CONTENT
10. Given at least two case studies of different societies viewing similar objects differently, - the student will demonstrate his ability - <u>to identify factors</u> that cause events - <u>by listing</u> at least two examples from each case study that help to explain why people of different societies attach different meanings to the same objects.	10. "Umwelt" is a German word that denotes the world as perceived, used, and given meaning by the people living in it. All cultures have ways of dealing with fundamental problems. But the way in which different societies deal with these problems <u>differently</u> is <u>their</u> "Umwelt."
11. Given a situation in which the student must assume the role of a person from another society or culture, - the student will demonstrate his ability - <u>to hypothesize</u> about the probable reactions of other people - <u>by listing</u> at least four items in the classroom that might have a different meaning to someone else and suggesting what meaning those people might attach to each item.	

INSTRUCTIONAL STRATEGIES

F. (Strategy for Objectives 10 and 11)

All societies do not use the same system or many items in the same way, but have their own meanings for different activities and different objects.

To dramatize this, use your classroom pointer or a yardstick to show how a different use can imply a different meaning and how a different meaning can imply a different use. Ask, as you show the yardstick to the class:

1. What does it mean to you?
2. If it were used by a caveman to build a fire, what would it mean to him? (firewood)
3. What might it be used for by a baby? (toy)

Hand Out case studies 1 and 2 from the Appendix. Discuss:

1. What object is viewed differently by the people in these stories? (moon and a jar)
2. Which people attach the same meaning to objects that you have?
3. Why do the other people have different meanings for these objects? (customs, heritage, physical environment, attitudes)
4. How do the variations in meanings attached to each object affect the contact of different cultures?

At a more abstract level, have students pretend that an individual from another culture has just entered the classroom. (e.g. a little green spaceman or South Sea islander) Have students make a list of objects within the classroom culture that this person would use differently. Lists should include the difference in use of the object; e.g. chair - may not mean sit; blackboard - may not mean an object to write on; flag - may not mean patriotism.

As a classroom or homework activity, have students role play a person from another culture attempting to describe some activity in our culture OR, attempting to describe something in his culture to an American. An example of the latter is case study 3 in the Appendix. (This description is American basketball in 1900. See if students can identify the game being described.)

Reinforce this concept of differences (it is called "Umwelt") and relate it to Strategy E. Only then will students understand that different cultures and forms of societal organization use similar objects and items in different ways. It is a combination of "Umwelt," custom, geography, and an attitude toward change that causes men not to choose the same form of organization. Conclude by having students define, in their own words, the word "Umwelt."

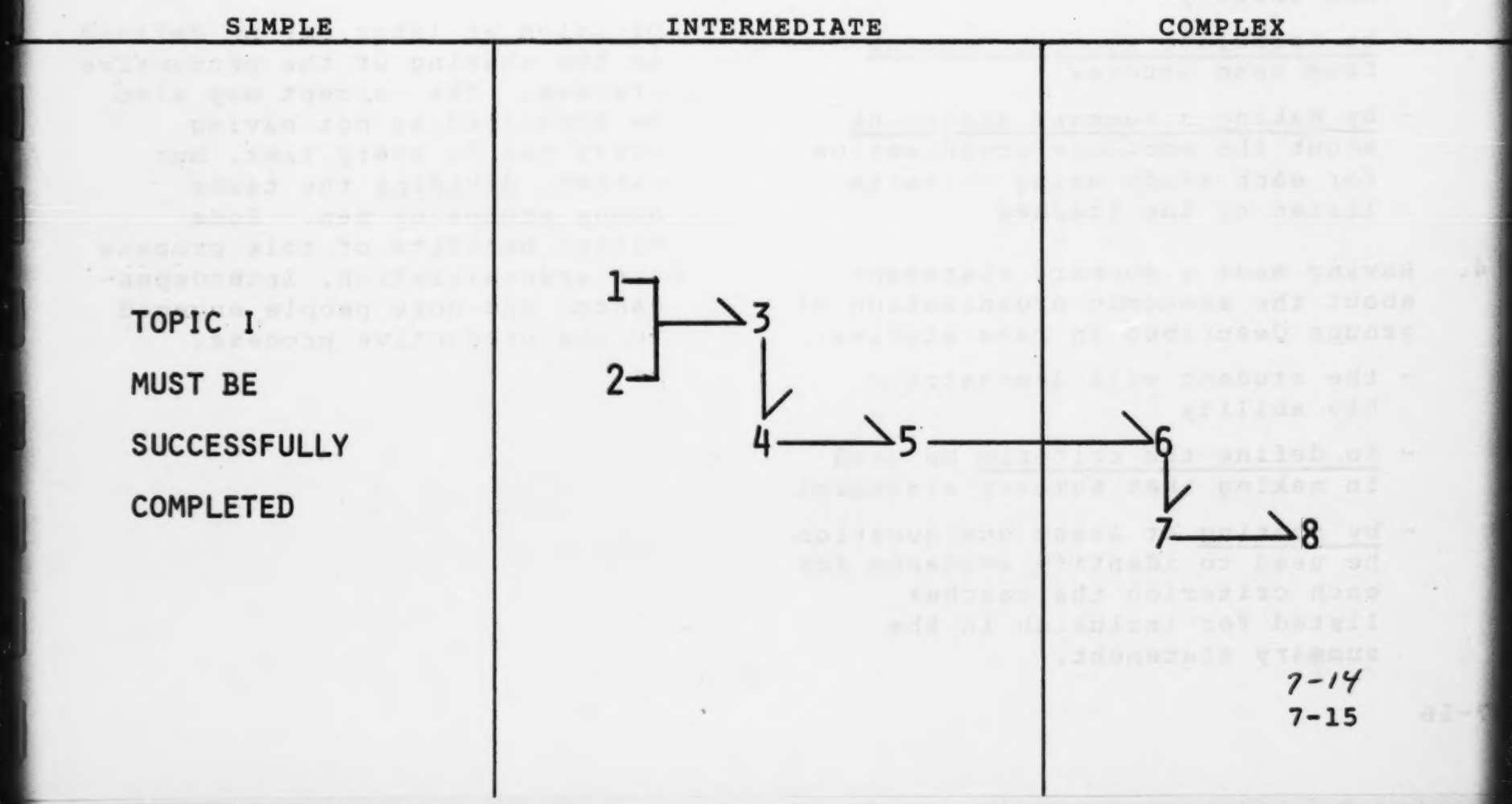
OVERVIEW: TOPIC II

This topic is designed to define and implement pertinent questions that enable a person to ascertain the essential features of the life and economy of our state through history.

Having explored several key concepts in Topic I, the students are now asked to look at additional case studies and locate evidence of these concepts. Next, their attention is directed to designing a series of questions that could be applied to the study of these concepts in various societal patterns. After these questions of inquiry have been stated, students are asked to refine and implement these through the investigation of societies that have existed in our State's history.

The process of skillfully analyzing history is to be developed through extensive student participation. The teacher should carefully evaluate student's ability to identify conditions that exist, define criteria, formulate generalizations, and hypothesize, before students are asked to integrate all these into a complex inquiry model. Well planned classroom activities, dealing with each skill separately, must precede the application of the entire model, as proposed in Strategy D of this topic. The careful development of these skills will promote the kind of inquiry orientation needed by students in higher grade levels.

OBJECTIVE FLOW CHART



TOPIC II

7TH GRADE

OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - <u>to identify</u> conditions that exist in societies - <u>by listing</u> items that are common to all people that permit their survival and give examples from at least two societies other than his own to support his position.	
2. Having identified the basic needs that are similar to all people, - the student will demonstrate his ability - <u>to hypothesize</u> about patterns that societies establish to fulfill their basic needs - <u>by speculating</u> about whether societies do or do not organize into patterns to obtain their needs, and citing at least three conditions from his own society as evidence to support his position.	
3. Given at least two case studies that describe the economic organization of groups, - the student will demonstrate his ability - <u>to formulate generalizations</u> from case studies - <u>by making a summary statement</u> about the economic organization for each study using criteria listed by the teacher.	3. Technology may be defined as the use of skills or resources to perform a task more quickly, more efficiently or for greater quality. Division of labor may be defined as the sharing of the productive process. The concept may also be explained as not having every man do every task, but rather, dividing the tasks among groups of men. Some direct benefits of this process are specialization, interdependence, and more people engaged in the productive process.
4. Having made a summary statement about the economic organization of groups described in case studies, - the student will demonstrate his ability - <u>to define the criteria</u> he used in making that summary statement - <u>by stating</u> at least one question he used to identify evidence for each criterion the teacher listed for inclusion in the summary statement.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

Begin by asking these questions:

1. What things are common to all men for their survival? (Basic needs - food, clothing, and shelter).
2. How do groups or societies fulfill these needs?
3. Do societies organize their people into patterns to obtain these needs?

B. (Strategy for Objectives 3, 4, and 5)

Hand out Case Studies 4 and 5 individually and ask about each study:

1. Is there a pattern of organization being used here to fulfill the basic needs of the people?
2. Make a summary statement about the economic organization of these people that includes references to:
   a. the division of labor.
   b. the use of technology (tools, skills, etc.).
   c. the way the people perceive their environment ("Umwelt").
   d. patterns of time and space.
   e. interdependence of people.

Take statements of students and evaluate according to the criteria established above. If the statements are sufficient and accurate, ask the students to list the questions they applied to locate the information they needed. If the statements do not meet minimum standards, ask students to identify what questions they feel would be useful for locating the information necessary to make a sufficient and

OBJECTIVES	CONTENT
5. Having stated questions he used to identify evidence in case studies, - the student will demonstrate his ability - <u>to review his criteria</u> in light of new evidence - <u>by comparing</u> his questions with that of others in the class, and including on his list any additional questions he feels would be useful.	
6. Having established a list of questions to be used to inquire about the pattern of economic organization of several societies, - the student will demonstrate his ability - <u>to apply an inquiry model</u> to a specific situation - <u>by citing</u> at least one example from a given case study for each question in the model.	

INSTRUCTIONAL STRATEGIES

B. accurate summary statement. This could best be accomplished in small group discussions, with each group establishing a list and then comparing the lists of the groups. This further refinement should yield a small number of lists that can be used as a model to inquire about the pattern of economic organization of several societies. The questions could be phrased as follows:

1. What are the patterns of space these people use to fulfill their basic needs; e.g. fields, job space, hunting grounds, factory, cooking area, etc.?
2. What are the patterns of time these people use to fulfill their basic needs; e.g. hunting time, eating time, canning time, seasons, resting time, work time, recreation time?
3. What is the technology of the group? (tools, skills)
4. How are the jobs of the group divided? (Women, men, and children - even if the children don't work, it is an organizational pattern.)
5. In what ways are these people dependent upon others (family and/or community) for fulfilling their needs?
6. How do the people perceive things in their environment; e.g. ownership of land and resources, use of land and resources.

C. (Strategy for Objective 6)

Begin applying the model questions derived above by handing out Case Study 6. Divide students into groups and let them co-operatively seek answers to the questions identified and prepare a summary statement. Have the groups compare summary statements as a method for evaluating the usefulness of the questions defined.

OBJECTIVES	CONTENT
7. Given case studies from a variety of topics of study, - the student will demonstrate his ability - <u>to ascertain essential features</u> of an economic organization - <u>by applying his model</u> questions to a series of specific situations, and listing at least two examples for each question.	
8. Given case studies from a variety of topics of study and having located the essential features of the economic organization described, - the student will demonstrate his ability - <u>to generalize</u> from gathered evidence - <u>by making a summary statement</u> about the pattern of economic organization described in each case study and including evidence that relates to each question in the inquiry model.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 7 and 8)

Having refined the questions of inquiry with the case study in part B, it is now possible to make repeated application of this model to any topics of study for the remainder of the year. The Appendix at the end of this grade level includes case studies for several topics which your students will probably study. The case studies are:

Indian	-	Case Study 7
Colonization	-	Case Study 8
Age of Homespun	-	Case Study 9
Immigration	-	Case Study 10
Megalopolis	-	Case Study 11

It is expected that each case study will be distributed to the students during the appropriate unit and that these will serve as models for the development of additional studies by the teacher.

The specific methods used to introduce and explore these studies should vary during the year. However, keep in mind the skills to be developed. In the early part of the year an additional sheet may be attached to the case study with a listing of patterns of space, patterns of time, technology, division of labor, interdependence, and "Umwelt." This list will guide students in looking for specific evidence in the case studies. Later the additional sheet may be eliminated and students asked to simply apply their inquiry model to locate evidence that will permit them to construct a summary statement of the economic organization of the people being studied.

In addition, emphasis on small groups for the consideration of these studies will encourage valuable debate and permit a greater quantity of students to participate. On the average, the investigation of the economic organization of each group should extend to at least two days. Students should be encouraged to consult additional sources of information and to challenge the accuracy and adequacy of the case studies included in this guide.

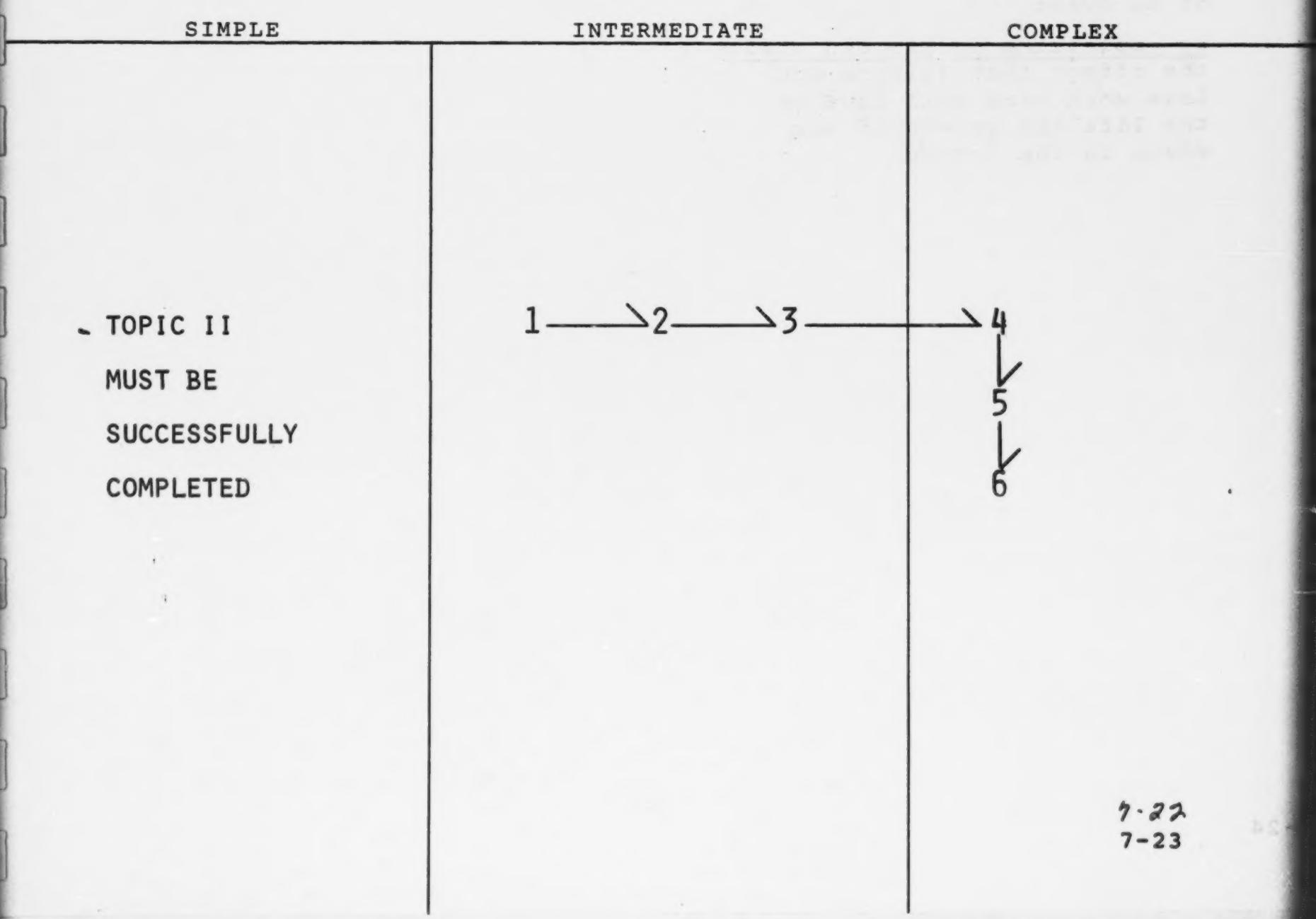
OVERVIEW: TOPIC III

Having explored the past and present in our home state of New York, it is now time to look forward. This topic asks students to focus in just that direction by speculating on the future, based on evidence in the past and present.

The strategies outlined here are specifically designed to promote divergent thinking. Through use of the model questions developed in Topic II and with the aid of community resources, the students will speculate about the life and growth of their community. Speculative ideas are then stated as proposals for the future, and the students proceed to develop and refine their proposals. Emphasis should be placed on the application of previously explored concepts, such as time and space patterns, technology, interdependence, and "Umwelt."

The final product of this topic will be a plan for their tomorrow. The skills of research, design, and implementation are not expected to be extensively developed here, but are introduced as a process through which people plan, investigate, and propose change.

OBJECTIVE FLOW CHART



7-22
7-23

OBJECTIVES	CONTENT
1. Given a description of our state's future needs for life and growth, - the student will demonstrate his ability - to abstract information from a description - by citing at least two examples of important aspects of our present lives we must protect in the future, problems we will be facing in the future, resources that exist to deal with problems, and time and space patterns as they are discussed in the description.	
2. Given a description of our state's future needs for life and growth, - the student will demonstrate his ability - to recognize the implication of an event - by explaining in his own words the effect that leisure and less work time will have on the life and growth of our state in the future.	

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

Begin by handing out case study 12 from the Appendix. After students have read this, ask the following:

1. According to this article, what are the most important aspects of our present lives we must protect in the future?
2. Can you list any other aspects of our present lives that you feel must be protected in the future? What?
3. What examples are cited as evidence of problems (needs) we will be facing in the future?
4. What resources does the article say we have, to deal with the problems we face?
5. What patterns of time and space does the article discuss?
6. The article speaks of "increased leisure." What does this imply? (less work time)
7. If increased leisure means less work time, what does this imply? (increasing technological know-how)
8. The article closed by saying, "Now it (New York State) must find the imagination. . ." What kind of imagination?
9. What is imagination?
10. Give some examples of imaginative ideas you know about.
11. Does a person, using his imagination to plan something, need facts and skills?
12. Where or how do these people acquire those facts and skills?

TOPIC III

7TH GRADE

OBJECTIVES	CONTENT
3. Having been asked to imagine the shape of his community in the future, - the student will demonstrate his ability - <u>to make proposals</u> about the future based on knowledge of the present - <u>by suggesting plans</u> for the future that his community should be considering and be able to support his plans with reasons why he feels these plans are important.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 3)

Let us imagine things we would like to plan for our community in the future.

1. Using your imagination, suggest some plans for the future that our community should be considering.

This could be done in groups or as an assignment. All students must get involved in the imagination process, and little they recommend can be rejected.

2. If we were to devise a series of plans for our community in the future, what knowledge or "facts" should we consider and where could we get these?

   a. What "facts" about the past would be helpful?
   b. What "facts" about the present would be helpful?
   c. In addition to what we have studied this year about our past and present, who else could help us in finding the "facts" about the past? About the present?

The emphasis here should be on the resources - including people - in the community.

   d. Now that we have talked about some plans for the future of our community and how we could obtain some "facts" about our past and present, LET'S DO IT.

OBJECTIVES	CONTENT
4. Having proposed plans his community should consider for the future, - the student will demonstrate his ability - to design a method for research - by suggesting facts and resources he would need to use in developing and refining his plans for the future of the community.	
5. Having selected a plan for the future of the community, - the student will demonstrate his ability - to design a method for carrying out a specific research project - by submitting a research proposal that includes the plan to be investigated, resources to be used, process of data collection, use to be made of the data, and structure of the final report.	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 4 and 5)

Have students select from the plans suggested earlier, or some new plan, ideas they would like to deal with. Begin by having them state their plan as a proposal for the future. (This can be an individual or group activity.)

After the plans have been stated, discuss the following:

1. What community resources will you consult to gather "facts" that will help you refine your plan?
2. How will you go about this collection process?
3. What questions about the past and present will you be asking? (needed for students to focus on their goals) Some suggested questions could be:
   a. How long have you lived in this community? (use when interviewing people) Adding together these years would permit students to say, "We have gathered the ideas of people who have lived in our community for 145 years. That's a lot of experience."
   b. What things that our community once had would you like to see brought back; e.g. the old park, a village green, certain services?
   c. What things that our community presently has should we protect in the future?
   d. What things that we now have should we eliminate in the future; e.g. open sewers, village dump, parking on main street.
4. How will you use the information gathered to alter or refine your plan before you put it in final form?
5. Will your final plan include consideration and reference to new patterns of time and space in the community?
6. Will your final plan include comments of changes in interdependence, technology, and "Umwelt."
7. What will be the final form of your plan? - a construction, report to the local paper or village government, etc.

OBJECTIVES	CONTENT
6. Having designed a method for carrying out a specific research project, - the student will demonstrate his ability - <u>to implement a research proposal</u> he has designed by: a. <u>stating</u> his plan as a proposal for the future. b. <u>indicating</u> the sources of his data. c. <u>citing the collected data</u> to support or refute the proposal. d. <u>preparing and submitting</u> a final report on his proposal that includes recommendations about the proposal for the future.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 6)

The authors of the guide are aware that the strategy recommended above may raise some important questions in the mind of the teacher. Let's consider three of these. "First, isn't this activity an exercise in futility? I mean, so what's it all for?"

This activity is exactly what the teacher makes it. It is not an "exercise in futility," because the students will be developing important learning skills. Speculating, planning, interviewing, devising and asking penetrating questions, and reporting are vital to student development, regardless of the plan they construct. In addition, students' plans don't have to stop with a report to the class. They can be reported to other students, to people in the community, to local government, or even to the people who helped the students gather the "facts." What happens to these plans depends on the teacher and her imagination.

"Second, I don't have any information about the future. Students will have no guides to help them."

Our State is already planning for the future - including your community. Write to:

Office of Planning Coordination
488 Broadway
Albany, New York 12207

They have published many pamphlets about the future of our State. Many of their ideas are very enlightening. Some of their publications include:

New York State Economic Outlook for the Seventies
Change Challenge Response: A Development Policy for New York State
County Planning Seminar Program (ask for your county by name)
Demographic Projections for New York State Counties to 2020 A.D.
Community Profile (ask for your county by name)
The Nature and Distribution of Farming in New York State

There is also the Appalachian Regional Commission within the Office of Planning Coordination that publishes such things as:

New York State Appalachian Program: A Development Plan

"Third, where do I find the time for all of this? I've got enough to cover without adding another whole topic on the future."

The answer to this question can only be suggested by the authors. You won't "find the time." You will have to "make the time." Or, putting it another way, if you spend at least 35 weeks studying "our past and present," don't you think the students could spend a couple of weeks on their future?"

APPENDIX

FOR

GRADE 7

"THE PROUD OWNER OF A BRAND NEW JAR"

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By Gordon N. Converse

"If you think Katmandu is 'out of this world' by all means try to get to Pokhara before you leave Nepal," said the American Ambassador. "There's a plane flying up there tomorrow. If you can get aboard you'll see one of the few places left on earth completely untouched by modern civilization."

I found the plane already full but they hospitably found room for one more. We sat face to face with our backs to the windows, like the old army transports of World War II. After we were well strapped in, the aisle was then loaded with bags of fresh vegetables, hunks of fresh meat, a number of crude looking farm tools, and at least a half dozen live sheep. The pilot came through the rear door just before it was slammed closed, climbed on his hands and knees over the top of the cargo, and gently slid into his forward seat. We were off.

The altitude was high, the load heavy . . . our take-off was somewhat of a "straining" experience for both plane and passengers.

After a roller coaster flight high into the Himalayas range we swooped down for a landing. Everything from sheep, wild monkeys, and extremely large birds were demanding their rights to the field we were about to land on. We had to circle a number of times.

As my feet touched solid ground once again I suddenly felt farther from "home" than ever before. As the Ambassador had said, "It was a very different world indeed."

The village had one dusty road. There were no cars, just animals and people. They looked at me, I looked at them. They examined me from head to foot. They were fascinated by my clothing. Whole families were filtering into town from the hills. Many had walked for days bringing small bundles of wood to sell. Some, I am sure, had never seen a non-Nepalese before.

By noon I had wandered high above the town capturing everything I saw on film. A magnificent lake lay before me. Snowcapped mountains reflected on all sides. One figure was present, an old man squatting beside his hollowed-out wooden canoe.

My hunger was building up. No edible food had been seen along the way. I remembered a small jar of Heinz pickles tucked in my bag, a gift from an embassy official. As I crunched away on the contents the old man stared. His eyes were penetrating--expecially through my viewfinder as I took his picture. Wondering if he wanted me to share, I handed him a pickle. He smelt it, touched his tongue to it, and carefully tucked it into his shirt pocket. He continued to stare.

Suddenly it came to me that Indians, just the week before in Old Delhi markets, had been selling old bottles, jars, and rusty tin cans as treasured items. My hand reached out with the empty jar. His eyes lit up. Gently he took it and walked to the water's edge, washed it thoroughly and polished i to a Tiffany brilliance on his shirt tail. The cover was then res cued, washed, and gently attached.

As the old man turned and headed down the slopes toward the village he smiled. He was the proud owner of a brand new jar.

Case Study 2

AFRICAN MOON

Dakar, Senegal — By Frederic Hunter

As our jet began its descent for Dakar, the pilot announced: "We have great news! Men have just landed on the moon!" Spontaneous applause broke out.

. . . . . .

"There are men on the moon tonight," I told the driver who taxied us to the airport hotel.

. . . . . .

Because of Apollo 11, others in and around this West African capital are experiencing . . . problems of adjustment. They are Africans peering across that long bridge from their time frame and the traditional set of their lives. They are having difficulty believing that men actually have walked on the moon.

. . . . . .

Senegal's elite have followed the Apollo flights with interest. Dakar-Matin in a story datelined "Sea of Tranquillity, Moon" was enthused: "The ancient dream of men is realized; the exploit of all time has just been accomplished."

But, say these USIS officers, a crisis of faith has occurred in the country's more traditional Muslim societies.

To account for this crisis USIS points to the special significance of the moon in Islam. Its symbol, the crescent moon, is found on minarets and flags of Muslim nations. Islam has a lunar calendar, he recalls, and the new moon signals the beginning of months and of holy days.

The Koran regards the moon as belonging to God, as placed in the sky to light the night and serve timekeeping functions.

According to USIS, some Senegalese disbelieve that men have the capability to reach the moon. They think that it would in any case be too hot for men if they did reach it. Others, less doubtful of man's technical capacity, believe that God will protect the real moon. He will place in the sky a facsimile which will deceive the American space effort.

. . . . . .

Other Senegalese disbelieve the Apollo mission entirely. So do some of their eastern neighbors in Mali. Dakar-Matin quotes man-in-the-street reactions in Bamako, the Malian capital. "It's impossible!", respond some when told of the lunar exploit. Others with experience of the colonial era smile knowingly and declare, "It's a white man's lie."

Local reactions published by the Dakar daily corroborate the impression of philosophical crisis:

- I'm a believer," said a young clerk, "and I will never believe what you tell me about this flight."
- "The moon is sacred and inaccessible," said a fisherman. "Since the beginning of the world no one has ever had the idea of going there."
- It's the end of the world!", lamented an old woman. She compared the American astronauts to demons who denied the existence of God.
- But a young state-employed male nurse remarked:

  "I see nothing astonishing about it. It's a victory of scientific knowledge."

. . . . . .

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THE GAME WE PLAYED

"Ninety percent of the fellows I played with had broken noses. It was more like hockey in those days." Barney Sedran, one of the game's first brilliant performers, was 5-feet, 4 inches tall and weighed 118 pounds. In 16 years as a professional, he played for winning teams and established himself as one of the outstanding performers of the game.

"It's certainly not the game they play today," he said. "Our game was rough, maybe too rough, and the emphasis was on defense. If you couldn't play defense, you couldn't get on a court—or in a cage."

In the first 20 years of this century, the game was often played in an area surrounded by a taut netting. There was no such thing as "out of bounds." Balls and players bounded off the netting, usually made of rope or twine, or occasionally, of chicken wire. On one such occasion, Sedran remembered, the game was tough and the contact was frequent.

"Players were thrown against the wire. Most of us were cut several times. The court was covered with blood."

Sedran bled other times, but mostly from cuts made by elbows and fists. The only fouls called were for tripping, hacking, and punching. Collisions and pushing were ignored.

In one three-game series, Sedran sustained a two-stitch cut over his right eye on the first night, a similar wound over his left eye in the second game, and another two-stitch gash over his right eye on the final night.

"I kept playing," he recalled. "You couldn't leave a game in those days. Once out, you weren't allowed back in."

SINTAR DIN-JA

Sintar sat on the village mud wall and watched as the men started to harvest the hemp. He saw his father and other village elders standing by the edge of the stream talking over marketing procedures to be followed once the hemp was ready. He could also see the village women at their various mid-day tasks. It was harvest time and they had specific tasks to do now. Several days earlier they had harvested their 'harrdin' (garden). Now the harvest was ready for preserving, and they would preserve it just as their mother and grandmothers had done, each teaching the next generation the time honored "secrets." He had a good feeling, knowing how it would be next year at this time, just as it was last year and the year before that. To him it seemed to be just right. Everyone had his own job, even Sintar. He was the waterboy to the harvesters, the very job his father had before his father was the seller. For you see, all of the first born boys in the Din-ja family have always been, first, a waterboy and then the village's seller of hemp - a very important job.

DIARY OF A FOURTEEN-YEAR-OLD-GIRL

"Wednesday. I got up at six o'clock tidy up one room. I shine three pairs of shoes. Comb my hair my self. I went to the Bakery to buy Bread. I had my bath at seven o'clock under a shower in a zinc round bathroom but it had a top. My Aunt prepared breakfast for my Step Uncle and seven others. I had for breakfast bread an butter an a can of choclate tea and some corn meal porrige. I went to school a little later at half past nine. Two health nurses came to school. My heart beat heard for I was a little afraid. She came to give us injection. I got my own, at first a moneta for the school came and rub my left hand with a bit of cotton and some lotion on it. The nurse took the needle and fill it with medicine she sent it right up in my arm but I did not cry, then another moneta rub my arm a second time. I went home for dinner at 12 o'clock. I got one cassava flour dumplin a piece of yellow yam pumpkin sweet potatoes and a piece of beef and I came back to school but this time my hand was paining me, but I continued my school work. About half past three I went to drawing class I draw a flower pot. At four o'clock I was back home. When I came home I went to cottage to a lady. I spend a long time up there playing with the children. When I went home my aunt quarrelled with me and she hit me over my back and said 'This will learn you that when I send you out again you must not stay long.' She gave me a sixpence to buy bread for supper I got for my supper Bread and butter and fry plaintain and a can of corn porrige. I wash up all the supper things.

"Friday. I got up at seven o'clock. I did not clean any shoe, I comb my hair and go to the bakery. I did not bath, because the pipe was lock off. They were working on the pipe. All the same I use water. I got for my breakfast bread an butter and a can of mint tea. I went to school at half past eight. I began to do my hand work, because Friday morning is our hand-work day. I have completed on mat. I went home for my dinner at 12 o'clock I did not get plenty dinner so I was vexed I got only a pece of yellow some rice and cod fish and a piece of pear. My aunt saw that I was vexed so she said to me, 'you terrible girl you, you provided any thing Hear you just come out of the house and leave me in peace!' I took my mat an came to school. When I came back I took my composition Book and transcribe my work in a new book. I try to be neat as possible. I went home at half past four. When I come back I began to peel a roast breadfruit the breadfruit drop from me and a big piece break off. I at it I said to myself that this is to make up for my dinner. When I went inside with it my aunt said to me 'Eileen! is the whole of the breadfruit that,' I said 'Yes mam.' She said 'you awful girl you. . . .'"

HUDSON DINES WITH THE NATIVES

From the Journal of Henry Hudson

I sailed to the shore in one of their canoes, with an old man, who was the chief of a tribe, consisting of forty men and seventeen women; these I saw in a house well constructed of oak bark, and circular in shape, so that it had the appearance of being well built, with an arched roof. It contained a great quantity of maize or Indian corn, and beans of last year's growth, and there lay near the house for the purpose of drying, enough to load three ships, besides what was growing in the fields. On our coming into the house, two mats were spread out to sit upon, and immediately some food was served in well made red wooden bowls; two men were also dispatched at once with bows and arrows in quest of game, who soon after brought in a pair of pigeons which they had shot. They likewise killed a fat dog, and skinned it in great haste, with shells which they had got out of the water. They supposed that I would remain with them for the night, but I returned in a short time on board the ship. The land is the finest for cultivation that I ever in my life set foot upon, and it also abounds in trees of every description. The Natives are a very good people, for when they saw I would not remain, they supposed that I was afraid of their bows, and taking the arrows, they broke them in pieces, and threw them into the fire.

IROQUOIS

Bright Moon lived in a village at the top of a small hill, not too far from a good trout stream. Sometimes when he walked on the village stockade which his father helped build, he could see the lake.

It was early in the morning. Soon he would go with his mother and the other village women to the 'oneo' field. He would scare the crows and help his mother. The other young boys, too, liked to scare the crows. Everyday, after sun-up, he would play and wait for his mother and the other women to finish their morning chores of cleaning and getting the mid-morning meal ready. Then to the fields. This day Bright Moon's mother would again work on Spotted Doe's plot as she had done yesterday. Later in the day, he would sit with the other boys his age in front of Big Foot and watch and listen as he slowly shaped his arrow points and told of days of long ago. Toward evening, Bright Moon would wait by the edge of the village to join his father and the other men returning from the hunt. Bright Moon could tell whether the hunt was successful, not only by what the men carried, but also by the arrows they had left. Bright Moon could hardly wait till he could go with his father and hunt. He would bring home a furry beaver so his mother could have a pair of warm winter boots. Bright Moon's mother, like the other women in the village, made all of Bright Moon's clothes.

ALBANY

It is the Christian year of our Lord 1744. I am Simeon Asher Bourem. I live in the City of Albany on the west bank of the Hudson River, as near as I can gauge, 150 miles above New York. Our city is prosperous and growing. We are 4,000 or more souls. Our city is enclosed by a stout wall of pine tree trunks, ten feet high and one foot thick. We are beginning to spread out beyond the walls now.

Most of the populace is Dutch, or of Dutch extraction, and very devout Christians. The morning bells and vesper bells, which call us to worship, are still heard everyday. On The Lord's Day all commerce stops.

We are proud to be the middle men in the Indian trade, but we are equally proud of our developing industries - corn milling and coopering. Most of the freemen of these environs are still husbandmen and squires. Their chief activity is agriculture.

In a typical (common) Albany house, one may find Mama about her business of meal preparation or house chores, perhaps aided by her eldest daughter. Papa may be in his fields or at his shoppe, his eldest boy may be in his father's company, learning his trade.

KNUTE SWENSEN AND FAMILY

In the cold Northwestern winters, Jänh and his brothers and sisters have chores to complete before supper. Jänh is the oldest and he helps his father tend the livestock. Katrina, the oldest girl, is Mama's right hand in the cozy, busy kitchen. Walter and Otto have the responsibility of keeping all four log bins clean and filled. Even little Ana plays at rolling Mama's spun wool. The Swensen family is also busy in the spring, sheering sheep and getting ready for planting. In the summer, they mend fences and tend the garden and two forty-acre plots of wheat and corn.

Knute Swensen came to Big Sky County twelve years ago with his wife Katrina in a pair of covered Conestoga wagons and two milch cows. Jänh was a babe in arms then. Knute and Katrina brought all of their worldly possessions with them twelve years ago; first, from Sweden by boat, then to Big Sky County by wagon. Knute can sit for long periods of time on his front porch, smoking his pipe and remembering what this land looked like, then. Today, he has a house, a barn, 120 cleared acres, a well, a poultry house, a cooling house down by the stream, ditches for irrigation, a small garden, and a root cellar. Knute even grows his own tobacco from plants he brought from the coast. Yes, Knute is happy and secure. He knows what it's like not to have what he has now.

IMMIGRATION

Little Yetta rolled over, bumped into Beth and woke up. The Romanovich family lives in that part of the city called little Romania, a small, heavily populated area, where new foreign arrivals tend to settle, because of low rents and fellow countrymen. The Romanoviches were new arrivals. They have been here for about one year.

Anton, the father, was a barrel maker in the old country. When he came here, his cousin Serge got him a job in a brewery, downtown. Svetlana, his wife, works in a sewing room. She got the job four months ago, after Myrna, Serge's wife, caught her hand in one of the machines. The shop is in an old, second-story building that was formerly a loft for the storage of sails for ships. It is only a short trolley ride away. Yetta is nine and Beth is ten. Both girls go to public school. After school, they go home to help with the piece-work. Both girls make lace and sew buttons on gloves.

Anton, Svetlana and the girls live in two rooms of Serge's apartment. Serge and Myrna have four children - two boys and two girls. They lost their last child in the winter because the heat did not work for two months. Serge's two boys both work at the dairy in the morning and sell papers in the evening.

Anton has not been able to find an apartment. Maybe he will be able to get into the new development.

TRANSPORT EXPERT CALLS STREETS A DISGRACE

By Israel Shenker

"Every time I think of New York I'm consoled by the fact that it's an exception to the rules," said Wilfrid Owen, the transportation specialist and senior fellow at the Brookings Institution.

"There are fine streets like Fifth Avenue and Park Avenue, but most streets in places like Brooklyn and Queens, to say nothing of the rest of Manhattan, are a disgrace—devoid of green, sacrificed to advertising, heedless of the pedestrian and scornful of those who live in slums at their side.

"I've heard it said that the American city lacks everything from which no profit is possible. We are so much more interested in the almighty dollar than in the helpless environment."

"Instead of seeing land as a public trust, we believe everyone has a constitutional right to exploit it. When any one demands public controls on the pursuit of the dollar, we cry that our freedom is in danger. But we use our freedom only to despoil and destroy."

. . . . . .

Since one-fourth of the city surface is streets, he urged paying attention to them.

"I'd begin by getting the utilities underground. Look at any street with poles and wires, and it's unpleasant. Look at any pleasant street, and you'll find the utilities are invisible. In rural areas, we now pay attention to roadside improvement. But most travel is along city streets, where there is no attention to landscaping.

"Most streets have so many signs that no message gets across. You can't expect an individual business to have only one sign saying 'Shirts laundered in three hours' when those about it have six—so you need ordinances. In Arlington, Va., an ordinance was passed forbidding penants on gas stations. Suddenly it looked as if everyone had taken in the wash.

"By ordinance we could do much more - forbid freestanding signs, insist that neon signs be flush with buildings, impose one color, size, placement and design.

"If the auto industry carried on a campaign to improve the streetside, if it improved the design of gas stations and used-car salesrooms, it would spur the movement toward tasteful commercial advertising. They are the major polluters of the land and the air, closely followed on land by the eating establishments —which would perform a public service if they carried bigger hamburgers on their tables instead of on their signs."

Mr. Owen spent a year in Europe recently, looking at its cities, riding trains and subways.

"Some of the newest subways—as in Milan—are so good that you realize people in New York are against subways because they've never seen any good ones."

"Our subways . . . make people walk long distances, and it will continue to be a miserable way to walk unless we do away with the bathroom tiles on the wall and the advertising that is no relief from the tiles. More radically, let's bring the pedestrian to the surface, to the sun and the sky."

. . . . . .

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OUR STATE MUST LIVE AND GROW*

The communities in which New York State's people live vary in scale from a village street with a score of families to a densely urbanized region containing 14 counties and 11 million inhabitants. The diversity of the communities in which New Yorkers live reflects and encourages the great difference in the way they live. More than any other state—or nation—New York historically has provided homes and jobs for people with a wide variety of nationalities, religions, races, languages, talents, and outlook.

Today in New York State there are people speaking every language under the sun, playing every game from stick-ball to horseshoes, singing every song from "Hava Negeela" to "The Erie Canal," and eating everything from corned beef and cabbage to sauerbraten. New Yorkers mine titanium and salt, they grow grapes and potatoes, and they manufacture dresses and gyroscopes. They cross Times Square in less than a minute and take two days to pack into the Adirondacks' West Canada Lakes, they go smelting in Lake Ontario and swimming in the Atlantic Ocean, they live in the shadow of Whiteface and in the valley of the Susquehanna.

The rich diversity of life in New York State is a treasure that we must not lose. In searching for solutions to the problems of our street, our community and our region, we must maintain and encourage this diversity and, above all, cherish the right of each New Yorker to live his own life and plan his own future.

The scope of the job that lies ahead is dramatized by a single statistic. In the next 40 years, in New York State, we must build the equivalent of all the houses, streets, and communities that we have acquired since George Washington stood on a Wall Street balcony and was sworn in as the first President, in 1789.

This tremendous construction program, the largest in New York's history, will provide merely the physical facilities required by our children and grandchildren. Many individual buildings will be bigger, and there will be increasing demand for open space. Future builders in urban areas will be less concerned with single structures than with complexes of buildings and entire communities.

What is more difficult to visualize—and plan for—is the kind of life that people will live in the future metropolis. Will increased leisure, for instance, create a demand for knowledge comparable to the present interest in entertainment, travel, and sport? Will fathers and mothers go back to school to keep up with their children? Will urban history reverse itself, with industries and business moving into the suburbs, while suburban families return to the city to enjoy its variety, color, and charm?

. . . New York State has within its borders the brains, money, and technological know-how to build whatever it needs. Now it must find the imagination to endow its future communities with a glowing vitality and stimulating significance for generations to come.

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*Change, Challenge, Response - A Development Policy for New York State. Office for Regional Development, Albany, New York, 1964. (Pages 70-73).

Difficulties lie in our habits of thought, rather than in the nature of things.

Tardieu

GENERAL OVERVIEW: GRADE 8

The study of American History in the 8th grade has been, essentially, a chronological treatment of events that we refer to as "Our Cultural Heritage." The major weakness of this approach has been the inability of teachers and students to identify any common threads with which to tie all the units of study together, beyond the idea that it is all American History.

The topics that follow have been designed to establish several important threads through American History. By identifying the roles of government, business, labor, people, and land or resources, and weaving these together into a fabric, students can construct a view of the economic organization of our society and the changes that have occurred through time.

The 8th grade study presented here is divided into three topics. Topic I, to be developed at the beginning of the year, explores the elements of our society that participate in the determination of our economic organization. These elements are then woven together into a model, and a series of questions are designed for students to seek answers to, as they move through the study of our history.

Topic II is, quite simply, the repeated application of the model questions to various times or events in our history for the purpose of detecting the shape of our economic system and understanding its functions at that time. Finally, it asks students to draw comparisons between various times in our history and to generalize about the changes. Use of this model will bring students from the 1780's to the present.

Topic III involves the skills of looking at the roles of groups in our society today and in the future. The skills of speculating and valuing are emphasized. The processes and methods for seeking knowledge and reaching decisions will provide students with the handles for dealing with that ambiguous and formless environment called tomorrow.

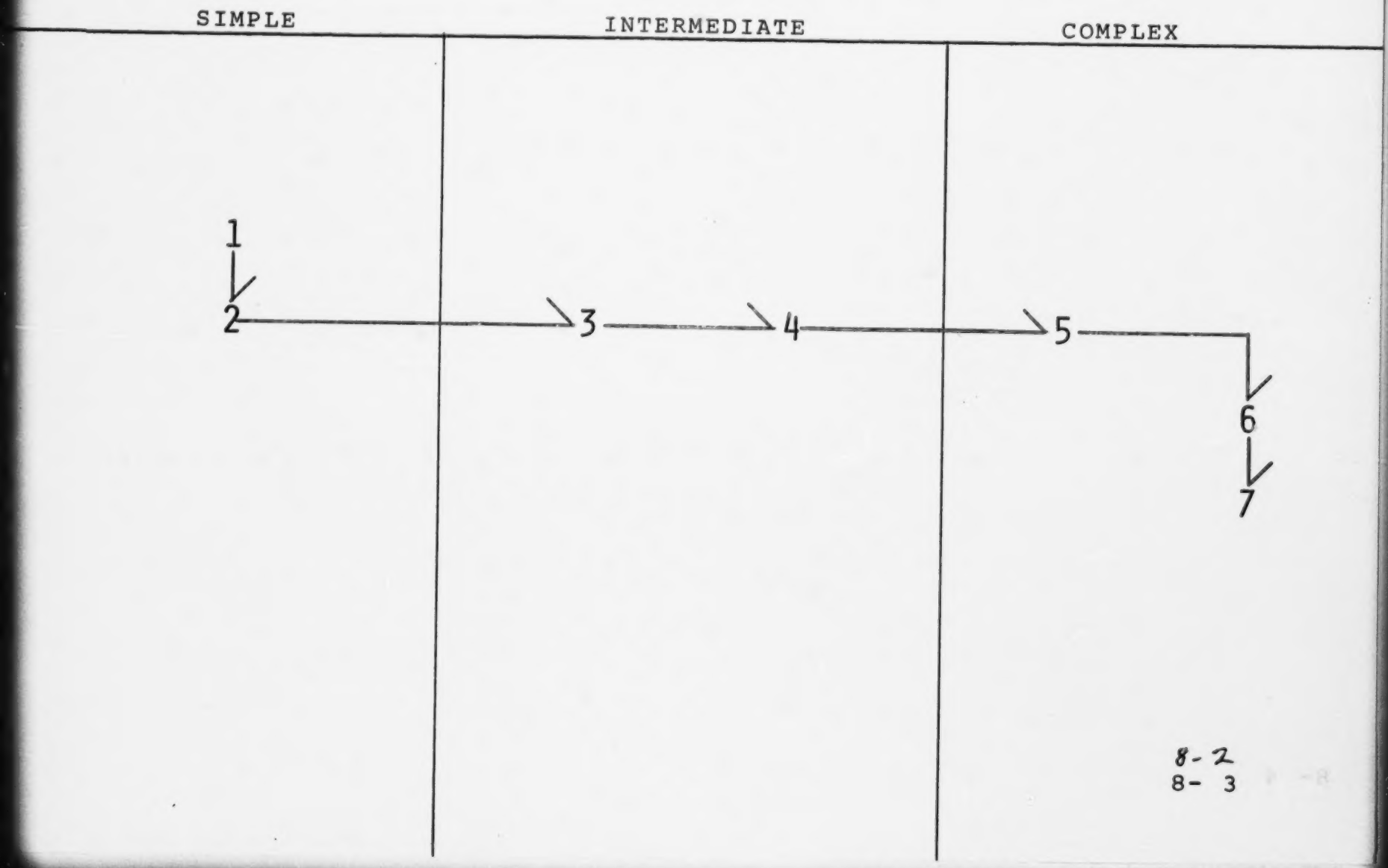
Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

OVERVIEW: TOPIC I

The study of American History is introduced through the consideration of a current, but somewhat hypothetical problem in American society. The students begin by speculating about the causes of the problem and are asked to reconsider their ideas with the introduction of new ideas from their classmates and a community leader involved in the problem. After role playing some of the diverse groups involved in the situation and reconsidering, again, their original ideas, the students are asked to propose a simple model for studying other topics in American life - past and present.

It is this "model for inquiry" which is the essence of this first topic and, therefore, should be introduced very early in the school year. The model that students deduce is necessary to implement the second and third topics at this grade level. It will, if carefully designed, provide a consistent process by which students may explore and compare many topics, issues, and events throughout our history. The primary purpose for designing this "model for inquiry" is so students may develop the skills of studying history in an orderly and skillful fashion, and, eventually, build the study skills that permit an educated individual to work independently and at his own pace. It is not the expectation that all students, by the end of eighth grade, will be prepared to work completely independent of teacher guidance. It is expected, however, that extensive opportunities will be provided for students to build, test, tear down, and rebuild again, if necessary, a variety of experimental "inquiry models." Teachers at higher grade levels are expected to continue building the crucial skills introduced and explored here.

OBJECTIVE FLOW CHART



TOPIC I

8TH GRADE

OBJECTIVES

CONTENT

1. Given a document and a series of questions about that document,
   - the student will demonstrate his ability
   - to speculate about an event by using his knowledge of the present
   - by explaining in his own words what he believes are accurate answers for each question and citing evidence from current affairs to support his position.

2. Having considered several questions and answers his classmates submit to the same questions about a problem,
   - the student will demonstrate his ability
   - to reconsider his ideas in light of the ideas of others
   - by offering restated answers to the several questions when asked to do so by the teacher.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

Select a high interest topic in current events for class study; e.g. Ecology, Cities, Poverty. (We will use cities as the example here, but other topics could be substituted with slight alteration of the questions.)

Begin by showing students the sign included as Document 1 in the Appendix at the end of this grade level.

Ask students:

1. What does this mean to you?
2. What people or groups are represented by each of the following:

   a. Our
   b. We
   c. You

   ("Our" and "We" are the people or government of the city. "You" is all people or groups who have business or reason to go into the city; e.g. labor, business, farmers, tourists, taxpayers)
3. What "circumstances" are "beyond our control?"
4. What does being "closed" mean?
5. Who cares? Who will be affected?
6. What things will be included in "inconvenience?"
7. What are the problems that caused the city to be closed?
8. Do those people or groups represented by "you" all agree on:

   a. the causes for closing the city?
   b. the inconveniences that will occur?
9. Did these groups do anything to increase the problems that finally closed the city?

OBJECTIVES

CONTENT

3. Given a description,

   - the student will demonstrate his ability
   - <u>to abstract information</u> from a document
   - <u>by listing</u> at least five problems cited in the document as causing the city to close and labeling each problem with the name of the group charged with causing it.

4. Having identified several problems of the city and the groups charged with causing those problems,

   - the student will demonstrate his ability
   - <u>to speculate</u> about the ideas of a particular group on a given topic
   - <u>by role playing</u> the representative of at least one group charged by the mayor with causing the cities problems and responding to the mayor's charges as they feel members of that group would respond. The response should include the group's probable view of the problem and who they feel is most responsible for the problem.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 3 and 4)

Hand out Document 2 in Appendix - Proclamation by the Mayor - and discuss the following:

1. Whom does the mayor represent?
2. What problems does he cite as causing the city to close?
3. Whom does he say is responsible for these problems? (Categorize these into the six groups defined in Document 3 of the Appendix.)

In response to the mayor's proclamation, assign students in groups to represent business, labor, agriculture, interest groups, natural resources, and government. (This is role playing and students should be directed to act as those people they represent.) Have students issue a statement in reaction to the mayor's charges that includes:

1. Agreement or disagreement with the closing.
2. How they view the problem the mayor charged them with creating.
3. Whom do they see as most blameful among the other five groups for causing the problems?

When the rebuttal statements have been prepared, have the groups present them to the class. Preparation of statements should include readings and research in periodicals, news broadcasts, etc., to permit students to get the "facts" and avoid "an exercise in ignorance."

It is worth repeating here that a topic other than "cities" may be selected. The importance is in the process and not the topic. Choose something with high interest for students, possibly something the teacher would like to know more about also. That way everybody in the classroom could learn some "facts" and develop a process for studying topics of current or historical importance.

OBJECTIVES

CONTENT

5. Having investigated several aspects of an issue,
   - the student will demonstrate his ability
   - to evaluate a situation in light of the discovery of additional evidence
   - by reconsidering several questions discussed earlier and summarizing in writing his responses as a non-involved bystander.

6. Having participated in an activity of exploring the issues and groups involved in a situation,
   - the student will demonstrate his ability
   - to propose a plan to be used to guide the study of historical topics
   - by suggesting at least four societal groups to be considered, at least four essential questions to seek answers to, at least four sources of information to use, and a form or method for reporting the findings about an investigated topic.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objective 5)

After each group's statement has been presented and debated, repeat these questions asked earlier:

1. Who cares if the city is closed?
2. What "caused" the city to be closed?
3. Did these groups add to the problems that finally closed the city?

Have students write a statement, as a non-involved bystander, that summarizes why the city was closed and who was responsible.

D. (Strategy for Objective 6)

Pose this problem to students:

1. In view of what we have just done (the cities), what guidelines should we establish that will help to direct our study of other topics in American history? (refer to Part F for suggested plan)
2. For example, if we wanted to get an accurate and objective-as-possible view of the Depression of the 1930's, Westward Expansion, The Railroad Era, the President's welfare proposal, or any other event or time in our history, what method should we follow?
   a. What groups should we study? (The six groups defined in 3 of the Appendix represent, to the authors, a reasonable categorizing of the major interest groups throughout our history. Feel free to adjust these, but keep it manageable for eighth graders.)
   b. What questions will we seek to answer?
   c. What kinds of materials will we need for our research - other than "the textbook"?
   d. In what form shall we present our findings and conclusions?

E. The answers students supply for the questions in part C will represent the model they propose to use for exploring events and time periods in American history. The role of the teacher should be that of an historiographer, helping students to build a model of inquiry. Their first attempt may not be totally complete or sufficient, but they can refine it through trial applications in the next topic. It is the belief of these authors that students can construct an adequate model for inquiry, and that they can refine that model to make it an effective tool for viewing our history. Furthermore, the elements they include; e.g. groups to study, questions to ask - will provide the threads that tie the history of our nation together and permit "facts" to be bundled in manageable piles for analysis, interpretation, comparison, and even recall.

OBJECTIVES	CONTENT
7. Having proposed a series of elements that a guide for studying historical topics should include, - the student will demonstrate his ability - to deal thoughtfully with viewpoints of other students - by comparing the elements of his proposal with those of his classmates and revising his proposal so it more closely approximates the essential elements the class feels is necessary to gain an accurate view of historical topics.	

INSTRUCTIONAL STRATEGIES

F. (Strategy for Objective 7)

The elements of a "model for inquiry" are listed here as a suggestion of what an adequate model could contain. The students do not have to reach these same conclusions. However, they should devise something that is applicable to a variety of issues and time periods.

1. Groups to study:

   a. Government
   b. Business
   c. Natural Resources
   d. Interest Groups
   e. Labor
   f. Agriculture

A diagram has been provided in Document 4 of the Appendix to be used as an overhead projectual for visualizing the groups, how they relate to each other, and how they relate to the issue being studied.

2. Suggested questions to ask of any issue or time period.

   a. What activities, statements, or legislation by the six groups are examples of their attitude toward the issues or time period being studied?
   b. What were the goals of each of the six groups at that time?
   c. How did these goals affect the issue or time period?
   d. How did these goals affect the other groups involved?
   e. How did each group perceive the other groups at that time; e.g. 1880's business or government's perception of labor?
   f. What natural resources were of greatest interest to each group at that time?
   g. How was each group at that time treating the resources in which they were most interested?

   Questions to be included after several similar issues have been explored, or at the close of the study of a long time period; e.g. tariff policy, labor movement, the Railroad Era, or Automobile Age.

   a. How did the attitudes and goals of each group change through time?
   b. How did each group's change in attitudes or goals affect its relationship with the other groups; e.g. attitude of government toward labor?

3. Materials for student use during inquiry of an issue or time period:

   a. Books of documents in American History
   b. Books of readings in American History
   c. Books of Case Studies
   d. In-depth studies of specific issues or time periods; e.g. A Nation of Immigrants
   e. Films, filmstrips, and records
   f. Almanacs, statistical abstracts
   g. Novels and biographies
   h. Several "history books"

4. Presentation of findings and conclusions. This represents the "feedback process" and students must have a voice in its determination. The teacher should encourage students to make comparisons, formulate generalizations, debate controversial issues, and prepare flexible and tentative conclusions. Several strategies for accomplishing these are recommended in the next topic, where students will be asked to apply and refine the inquiry model they have designed.

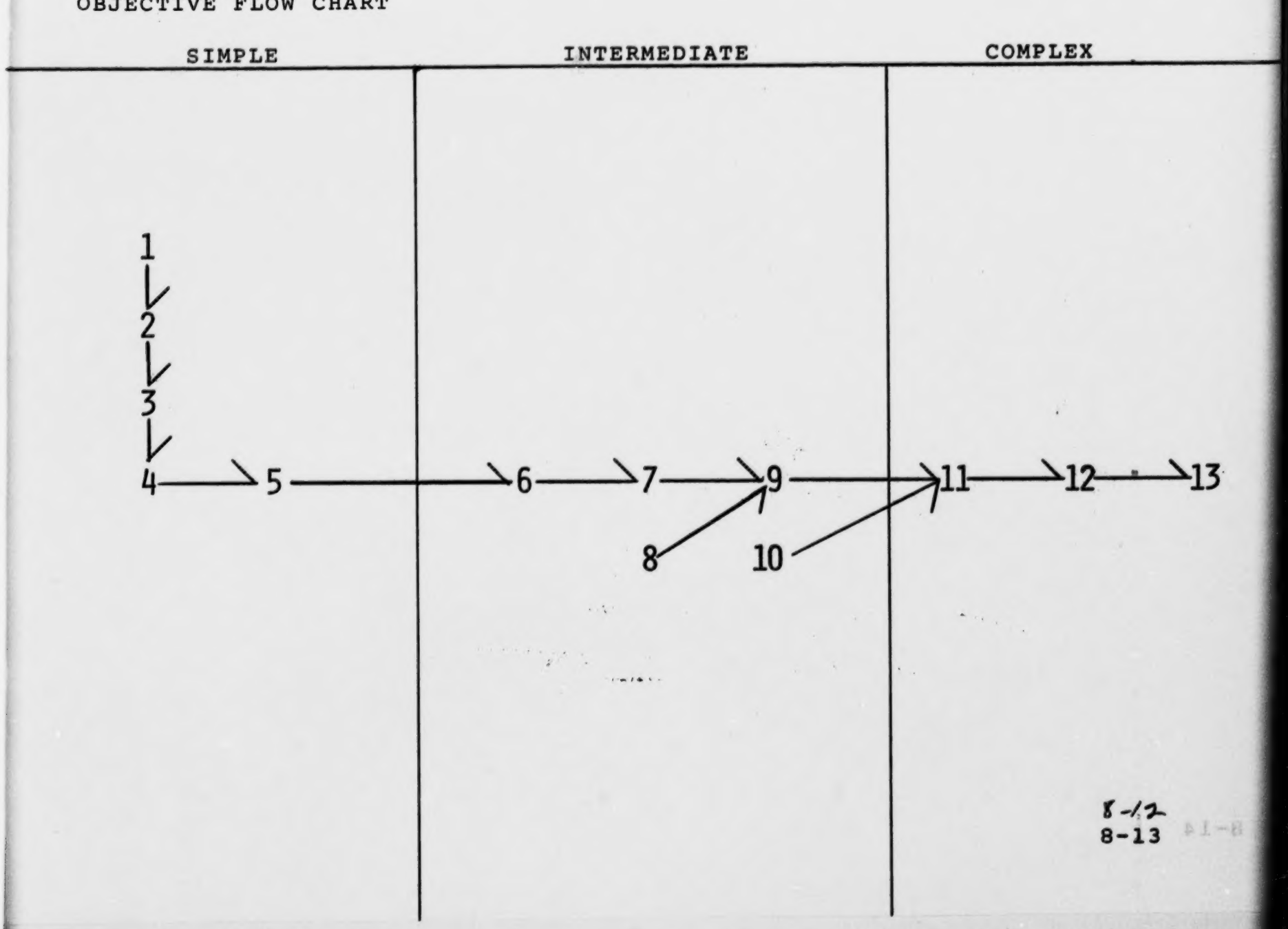
OVERVIEW: TOPIC II

Having designed a model for inquiry about the history of our nation, the students should now be guided to implement and refine that model. That is the purpose of this topic.

Beginning with the 1780's, proceed through the study of history. Select carefully those topics, issues, and events for study that help students to grasp the fabric and texture of America's past. The emphasis should be more on in-depth consideration of topics, issues, and events than on "covering the material."

The thinking skills introduced and reinforced in this topic are most important to a student's education. Making comparisons, formulating generalizations, supporting points of view with evidence from history, and considering events with a flexible frame of mind, all provide the student with the crucial tools and methods of learning required in later grades and adult life.

OBJECTIVE FLOW CHART



8-12
8-13

INSTRUCTIONAL STRATEGIES

A.

As stated in the Overview, this topic is designed to accomplish the purpose of detecting the shape of our economic system at any time in history. In terms of skills, students will be asked to identify conditions that existed at any particular time, make comparisons between time periods, and formulate generalizations about changes that were occurring in our economic system through time. The method for accomplishing these goals is through the repeated application of the "model of inquiry" designed by students during Topic I.

The strategy recommended here is to be applied throughout most of the year and can easily be understood by drawing an analogy with a helicopter trip. In the beginning, Topic I, students have begun to learn how to fly. They are not yet expert pilots, but that comes with the repeated practice that this Topic will provide. The teacher, as flight instructor, assists the early flights and landings - always encouraging the students, through planned sessions, to improve the skills, refine their techniques, and even make a few repairs on the vehicle, (the inquiry model) when necessary. Fly the helicopter. Land it at any time or place in history. When you have landed, guide the students to be astute observers of the scenes, by applying the model questions to seek answers about the groups, issues, and events they are viewing. Because time is short and they have "ground to cover," help the students make effective use of their time and efforts. At each new landing, students' skills as observers will improve, and the instructor will be able to be more of a co-pilot and less of an instructor.

B.

A list of "Suggested Topics, Times and Events to be studied in the Economic History of the United States" is presented in Document 5 of the Appendix. This list is not intended to restrict teacher-student planning. It is presented strictly as a suggested guide. The Appendix also includes four Documents, 6, 7, 8, and 9, as a beginning point for student exploration. Cases for additional topics, times, and events will need to be located by the teacher or students through the year.

TOPIC II -

8TH GRADE

OBJECTIVES	CONTENT
1. Given a case study, document, or description that describes the position and activity of a group involved in some topic, time, or event in history, - the student will demonstrate his ability - <u>to abstract information</u> from case studies, documents, or descriptions - <u>by identifying</u> the group, the issue, and the attitude of the group toward the issue as it is presented in the material given.	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 1-8)

The first topic of study, outlined here, is that of "The Critical Period." This deals with the years between 1781 and 1789. Divide the class in four groups and hand out numbers 6, 7, 8, and 9 from the Appendix, one to each group. Begin by asking the following:

1. Considering the model we identified earlier, which group is represented in the study you just read? Write these on the board or use the projectual provided in the Appendix to point out the four groups the students identify. Case Study 9 may be viewed by the students as "government." This is not wrong, but it also represents legislation about natural resources, and thus, gives voice to that group. If students are doubtful about the group their case study depicts, refer them to the definitions of groups in 3 of Appendix.
2. Which groups are not represented in these studies? Why not? (Labor had not yet taken on that organized form that it would assume later, in the 19th Century. The inquiry model will need to be adjusted, depending on the issue, to allow for such changes in our economic system.)
3. What is the issue? (Crises over the form of government, the Articles of Confederation)
4. What is the attitude of your group toward that issue, according to the case study?

OBJECTIVES	CONTENT
2. Given a case study, document, or description that describes the position and activity of a group involved in some topic, time, or event in history, - the student will demonstrate his ability - to analyze case studies, documents, and descriptions for explicit and implicit ideas - by stating in his own words the group's goals, its perception of the roles of the other groups involved in the same event, and be able to cite evidence from the material to support his position.	
3. Given a case study, document, or description that describes the position and activity of a group involved in some topic, time, or event in history, - the student will demonstrate his ability - to recognize cause and effect relationships - by explaining how the goals of the group he is investigating affected the issue and the other groups involved in the issue, and be able to cite evidence from the material to support his position.	

INSTRUCTIONAL STRATEGIES

C. (Cont.)
5. What were the goals of your group?
6. How did your group perceive the role of any of the other groups? Were they blaming any of the other groups?

7. How did their goals affect the issue AND the other groups involved with the issue?

OBJECTIVES

CONTENT

4. Given a case study, document, or description that describes the position and activity of a group involved in some topic, time, or event in history,

   - the student will demonstrate his ability
   - to locate and use evidence to support a position
   - by identifying evidence and using it to support his position that any natural resource was being favorably or adversely affected by the groups involved in the issue under investigation.

5. Having investigated some topic, time, or event in history and the groups involved,

   - the student will demonstrate his ability
   - to detect or locate the actual outcome of events
   - by explaining what the final outcome was of the interaction of the groups involved and be able to cite evidence from history to support his position.

6. Having determined the final outcome of an event in history,

   - the student will demonstrate his ability
   - to detect how events affect a specific group
   - by describing in his own words what affect the outcome of the event had on a group he is investigating and be able to cite evidence to support his conclusion.

INSTRUCTIONAL STRATEGIES

C. (Cont.)

8. Was the issue involved with the development or abuse of natural resources in any way? Explain.

9. Can we conclude from the case studies what was the eventual resolve of this issue? If not, where and how shall we search to find out how the issue was resolved?

OBJECTIVES

CONTENT

7. Having completed the investigation of a topic, time, or event in history, including the outcome,

   - the student will demonstrate his ability
   - to formulate generalizations from information collected
   - by making a summary statement about the role played by a group during some issue in history that he has investigated. The summary will include the group's attitudes, actions, goals, and the effect the outcome had on the group.

8. When stating generalizations about some issue or group in history,

   - the student will demonstrate his ability
   - to recognize generalizations as tentative and flexible
   - by including in his statement, at least occasionally, phrases such as "often," "maybe," "sometimes," "usually," or other words that indicate the generalization is open to review.

INSTRUCTIONAL STRATEGIES

C. (Cont.) 10. After searching for the resolve, how did the final outcome affect your group? Would it satisfy their immediate goals and in any way change the group?

D.

The conclusions reached by the students on the study of "The Critical Years" leads automatically to the next issues. If students studied the Constitution in depth to find the resolve of "The Critical Years," they may look next at "The Formation of the New Government." If not, they may investigate the groups and issues involved in framing the Constitution. In either case, the teacher should continue to provide close instruction on the application of the inquiry model and continual evaluation of the skills students are developing. Guide students carefully by repeating the questions from the model and requiring them to represent different groups during each topic.

OBJECTIVES

CONTENT

9. Having studied a series of topics, times, and events in history,
   - the student will demonstrate his ability
   - to make comparisons about a group's change in attitudes and goals
   - by describing the attitudes and goals of a group at any two points in history and citing evidence to show how these changed during that time.

10. Having described changes in attitudes and goals of any group through time in history,
   - the student will demonstrate his ability,
   - to recognize cause and effect relationships
   - by explaining what changes in relationships between two groups occurred as a result of the change in attitudes and goals of either group.

11. When directed to investigate any topic, time, or event in history,
   - the student will demonstrate his ability
   - to use an inquiry model
   - by applying a set of previously designed questions to any new topic, time, or event in history and being able to identify, for at least one group, its attitudes, actions, goals, and effect on the outcome of the issue being investigated.

12. When directed to use a previously designed inquiry model for investigating some topic, time, or event in history,
   - the student will demonstrate his abilility
   - to review the usefulness and reliability of an inquiry model
   - by expressing orally or in writing, at least occasionally, any questions and thoughts that could be interpreted by the teacher as diverging from the accepted model, but that lend themselves to useful conclusions.

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 9 and 10)

As the year progresses and students have built an adequate background, add the following questions:

1. Did the attitudes and goals of this group (any one of the six) change from the last issue or event we investigated? How do you account for the change, or lack of it?
2. Did this group's change affect its relationship with the other groups?
3. What changes in the structure of America's economic system have occurred since the beginning of our study or since the last issue we explored?

F. (Strategy for Objectives 11 and 12)

As the exploration of American history progresses, the students should review the reliability of the inquiry model and the methods of research they are using. A sense of tentativeness and flexibility of thinking should be fostered through this process. If questions that diverge from the mainstream occur, encourage students to pursue these new ideas and approaches. It must be clearly remembered that we can often find a variety of attitudes even within a single group (e.g. the two businessmen in Case Study 8). Our society has always been complex and diverse, and that is what makes for such an exciting study of the issues and events of our past.

OBJECTIVES	CONTENT
13. When directed to investigate several topics, times, or events in history, - the student will demonstrate his ability - to abstract information about a variety of groups in history - by taking responsibility for investigating, in history, the attitudes, actions, goals, and impact of several different groups at different times throughout the year, and completing the activity with a high degree of accuracy, in the judgment of the teacher.	

INSTRUCTIONAL STRATEGIES

G. (Strategy for Objective 13)

The student deployment and activity in each application of the inquiry model should be varied greatly throughout the year. Small group consideration of issues, role playing representatives of all the groups, debate within groups, and individual research and presentation should all be methods of deploying the students for study. Activities should include selecting topics of study, participating in debates, locating material for case studies, reading in-depth on particular issues, and all those other methods that keep students active and involved. The teacher's role is to vary the operations so all students assume a variety of roles and responsibilities, while, at the same time, continuing to focus on the model of inquiry that enables the student to sort out the essential information and organize it into presentable bundles.

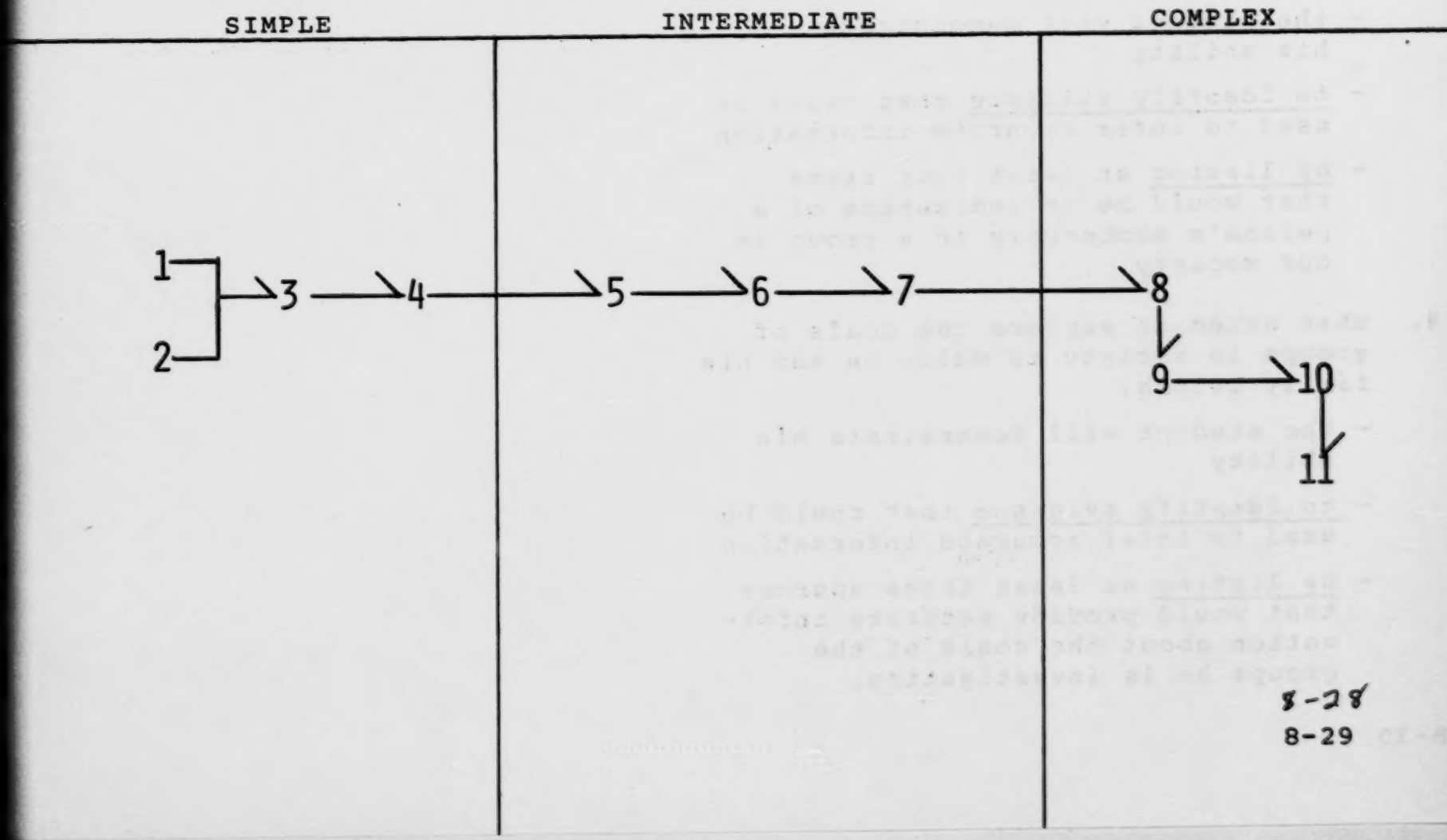
OVERVIEW: TOPIC III

This topic is designed to bring the student into personal contact with the model and ideas developed and explored during Topics I and II of this grade level.

Throughout the year the student has acted as observant, but non-involved, bystander, viewing the fabric and texture of American History. Now it is time to direct his attention to the idea that he and his family are participants in the very groups that are organized throughout our society. Furthermore, it asks the student to consider his place in these groups as he moves closer to adult life.

Skills emphasized in this topic lean strongly toward the affective domain. The purpose is to guide the student to explore and develop processes of valuing. What values a person and his family hold are pretty closely related to our ideal of individual freedom of thought. It is for this very reason that it is crucial to explore the processes of valuing. Guide the student to establish criteria for selecting values, and to look carefully at his own goals and the goals of those groups with whom he expects to associate in the future.

OBJECTIVE FLOW CHART



8-28
8-29

OBJECTIVES

CONTENT

1. When directed to consider the relevance of previously studied groups to life in our society today,
   - the student will demonstrate his ability
   - to recognize conditions as they exist
   - by listing which of six groups previously studied still act to affect life today and be able to cite at least two examples of the actions of each group as evidence to support his position.

2. When directed to consider the relevance of contemporary groups to his own life,
   - the student will demonstrate his ability
   - to recognize conditions as they exist
   - by stating, in his own words, the relationship he and his family have to all six groups in our society that have been previously identified by the class.

3. When asked to explore the groups in society to which he and his family belong,
   - the student will demonstrate his ability
   - to identify evidence that could be used to infer accurate information
   - by listing at least four items that would be an indication of a person's membership in a group in our society.

4. When asked to explore the goals of groups in society to which he and his family belong,
   - the student will demonstrate his ability
   - to identify evidence that could be used to infer accurate information
   - by listing at least three sources that would provide accurate information about the goals of the groups he is investigating.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-4)

We have been investigating the history of our nation by applying a model to many issues and events of the past. This model has helped us to explore the membership and goals of several groups. But we have only been observant bystanders viewing the flow and interaction of others. When we observe the present we must ask:

1. Are the groups and the interaction still relevant for today?
2. In the present, are you just an observant bystander or an actual participant? In other words, when people of the future look back at us, will they see you as a member of any of these groups and a participator in the interaction process? (Show overhead projectual, included as Document 10 of Appendix.) (The word "you" may be defined as the individual student, the class, or each student's family. The authors feel the family definition will make the following study the most interesting and useful.)
3. To which groups do the members of your family belong? (We are all parts of the government if we participate, our occupations assign us to another group, and our interests often put us in still other groups. Likewise, in a family, one member may be part of labor, while another may be a farmer or businessman.)
4. How do you know you are part of these groups? What are the indicators or tip-offs to membership? (e.g. membership cards, an organization's magazine or newsletter, one's occupation, enrollment, dues, decals, or social activity)
5. Every (organized) group, by definition has goals that it seeks to accomplish; e.g. A.A.A., Veterans, political party, religious, conservation, youth group, numismatist, N.E.A., Union, professional.

   What are the goals of each group to which members of your family belong?

Questions 3-5 above are viewed by many as their own personal business. This topic is not attempting to get students "to tell," but rather "to find out" for their own knowledge so they can begin the process of "valuing." The best way for students "to find out" what groups they belong to, and the goals of those groups, is for them to talk with members of their family.

Locate and skim-read magazines, newsletters, and group by-laws. Do not collect this information from students, or in any way put them on the spot about their family's affiliations.

OBJECTIVES	CONTENT
5. Having investigated the groups and their goals to which he and his family belong, - the student will demonstrate his ability - to detect similarities and differences between the goals of different groups - by making a summary statement about the degree of compatibility of the goals of the different groups to which he and his family belong, without being required to identify the groups or goals being discussed.	5. Suggestions of acceptable answers: "We belong to two groups that have goals almost completely opposite." OR "Most of the groups we belong to have just about the same main goals, but some feel differently about the war."
6. Given a situation in which a person is confronted with the fact that he is a member of two groups with conflicting goals, - the student will demonstrate his ability - to recognize alternative courses of action - by describing at least two courses of action the person could select when confronted with that situation.	
7. When asked to consider the rewards and responsibilities of membership in groups in our society, - the student will demonstrate his ability - to recognize cause and effect relationships - by listing at least two rewards and two responsibilities that usually result from membership in any group in our society.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 5, 6, and 7)

After students have gathered answers to the questions in A, discuss the following:

1. Did you find that members of your family are in some way members of any groups in our model?
2. Are the members of your family part of more than one group? Are they part of all the groups?
3. From your understanding of the various goals of these groups, do you find them compatible - in some respects, in all respects?
4. What does a person do if he finds two groups, to which he belongs, are working for conflicting goals? (Leave one, leave both, or leave neither?)
5. Do you see any advantages to being a member of a group? OR Speaking generally, what are the many rewards a person can get by belonging to a group? (Socializing professional improvement, strength in members, a voice in decision making, information, pursuit of goals, etc.)
6. To what does a person commit himself when he joins a group? What does he have to give? (Among others: money, time, allegiance, loyalty, etc.)

OBJECTIVES	CONTENT
8. Having discussed the attitudes, actions, goals, and impact of organized groups throughout this course of study,	
- the student will demonstrate his ability	
- to formulate a series of generalizations on a topic	
- by summarizing in his own words his ideas on the following questions and citing evidence in actual events to support these generalizations.	
a. How do organized groups get started?	
b. Do the goals of organized groups remain constant?	
c. Under what conditions might the goals of a group change?	
d. How will changes in a group's goals affect its membership and interaction with the other groups?	
e. Is it possible to belong to no group in our society?	
f. What does a person give up in our society when he refuses to join any groups?	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objective 8)

Let's discuss organized groups in general terms, using the evidence we discovered during the year:

1. How do organized groups get started?
2. Do the goals of organized groups remain constant?
3. Under what conditions might the goals of a group change?
4. How will changes in a group's goals affect its membership and interaction with the other groups?
5. Is it possible to belong to no group in our society?
6. What does a person give up in our society when he refuses to join any groups?

The teacher could refer students to "Federalist Paper No. 10" used earlier in the year and included as 6 in the Appendix.

OBJECTIVES

CONTENT

9. When asked to consider groups he might join in the future,
   - the student will demonstrate his ability
   - to formulate criteria for use in making decisions or judgments
   - by listing at least four factors that he feels represent a reasonable criteria for deciding whether or not he will join an organized group in our society.

10. When asked to consider groups he might join in the future,
   - the student will demonstrate his ability
   - to recognize values that influence a decision making process
   - by listing at least three sets of values he feels he would have to compare with a group's goals before joining that group; e.g. religious, moral, political, rights of individuals, democratic, etc.

11. When asked to consider groups he might join in the future,
   - the student will demonstrate his ability
   - to speculate about his own future
   - by predicting how his membership in groups might change through his life, and citing examples of the kinds of events in his life that could cause those changes.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 9, 10, and 11)

You have discussed the roles and interactions of groups throughout our history. To this has been added the exploration of people's membership in groups today. It is now time to direct student's attention toward their own place in that process of groups.

Although you are presently members of several organized groups, in about four years your opportunity to take a more direct part in a great many groups will occur. At eighteen, with the rights to drive, serve your country, drink, probably vote, and hold a full-time job, you will become a full, participating member of this "grouped" society of ours.

Consider these questions:

1. Do you see yourself joining any groups?
2. How will you reach your decision on which groups to join? What criteria will you use?
3. How will you arrive at that criteria?
4. Will you spend any time comparing your values and goals with those of the group?
5. At this time, do you expect that you will remain a member of the same groups throughout your adult life?
6. What events or conditions in your life could cause you to change your membership in particular groups?

E.

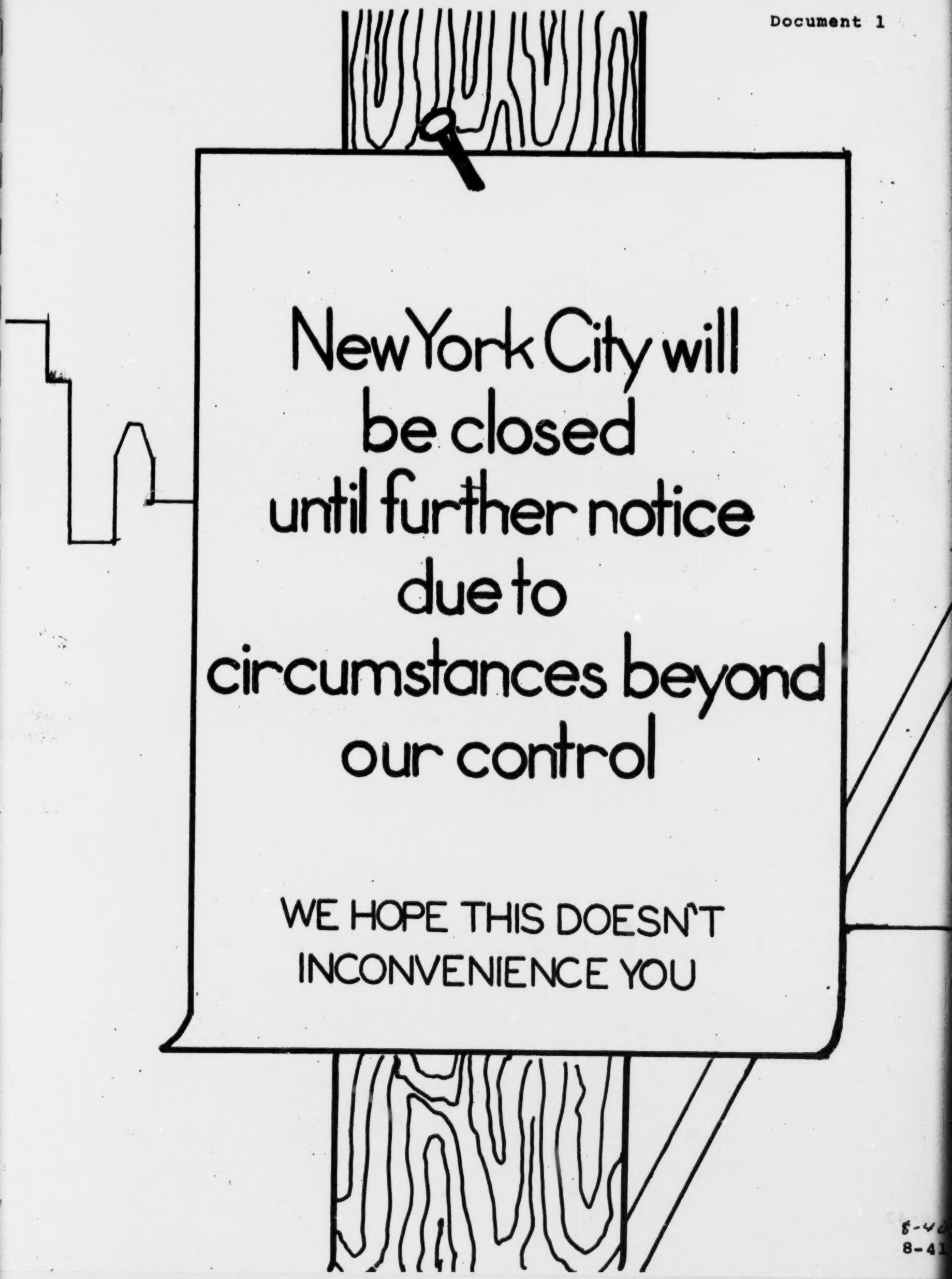
Here is an additional strategy that may be used. Write a biographical description of a hypothetical person. Present the description to students and ask them to speculate about the kinds of groups this person might join and why. As an alternative, students could prepare their own hypothetical person and include the group affiliations he might have. A description similar to the type found in a biographical dictionary will suffice to get this activity started. An example has been included as Document 11 in the Appendix.

As a closing footnote to the strategy in part D, one thing should be very explicitly stated. These activities are not designed to mold or shape student's values. They are, rather, activities to guide students in the method and process of valuing. The difference between teaching values and teaching valuing is the difference between an open-inquiry oriented education and a closed, propagandist tirade. These authors do not, in any way, propose to propagandize or deceive students.

APPENDIX

FOR

GRADE 8


New York City will
be closed
until further notice
due to
circumstances beyond
our control
WE HOPE THIS DOESN'T
INCONVENIENCE YOU

PROCLAMATION BY THE MAYOR

We interrupt this broadcast to bring you the following public service announcement. Ladies and gentlemen, the Mayor of the city of New York, Michael Edward O'Brien.

Citizens of New York, Connecticut, and New Jersey, I want to speak to you this morning about a decision reached by the City Council of New York in an extraordinary session last night. The following has been decreed by the elected officials of the city: "Due to circumstances beyond our control, New York City will be closed until further notice."

This decision has been reached as a result of careful consideration for the people of New York and for the health and safety of our city. The governors of New York State and surrounding States, the President of the United States, and the Commissioners of our city's government have been notified of this decision.

As your mayor and highest elected official in this city, it is my duty and responsibility to conduct the affairs of this government in the best interests of health and safety for all of its citizens. In decent respect for the opinions of the people this decree will affect, let me outline for you the circumstances that have brought us to this tragic state of affairs.

First, to the people of the city of New York:

— Our streets are clogged with the demonstrations of striking labor groups. As of yesterday, no fewer than 10 unions were striking against government and private business. Their refusal to provide the products and services needed by this city has made it impossible to guarantee the health and safety of New Yorkers.

— Our streets are also jammed with honking, fuming vehicles. The trucks that deliver the produce of our city move with complete disregard for the laws that make our streets safe and clean. We have been immobilized by a gigantic traffic jam.

— Our air has long since passed the danger point of pollution. Businesses, totally unmindful of the needs to breathe, have choked us with their filth-spewing smokestacks. They despoil and destroy, in the name of profit and progress, the very air we require for survival.

PROCLAMATION BY THE MAYOR (Cont.)

— Our waterways and beaches are polluted almost beyond repair by the shipping and industrial companies who call New York "home."

— Our treasury is empty. The pressures exerted by taxpayers to lower taxes and by consumers to increase services have stretched our capacity beyond the breaking point. The appeals by this office to the governor and to the President of the United States for financial assistance have gone unanswered. We cannot pay our bills.

And to the people who use New York City by day, and scurry at night to the suburbs of Westchester, Fairfield, Nassau, and Bergen Counties, let me repeat: New York City is closed.

— Do not come to work today; our bridges and tunnels are blocked.

— Do not come to shop today; our stores and streets are closed.

— Do not visit our parks and museums; their doors are locked by striking employees.

— Do not fly or boat to New York today; our piers and airports are crumbling from lack of repair.

— New York is no longer "the fun city." The "summer festival" is over.

When will New York be opened again? That depends:

— on the willingness of the state and national government to alleviate our financial crisis.

— on the willingness of suburbanites to pay their fair share for the use of the services of this city.

— on the commitment of business to start cleaning up the filth they dump into our air and water.

— on the desire of labor to accept a reasonable settlement in their strikes against the city and its businesses.

— on the desire of the farmers, who supply our city with food, to seek reasonable prices for the products we so desperately need.

Today marks the end of a city born 360 years ago, a city born out of the hope and labor of millions of people. Tomorrow can be a new beginning. This city can be reborn, but the responsibility of that birth no longer rests with the city government. Its rebirth depends on you.

Thank you and Good Morning."

Definitions of Groups

1. **Government** - The institutions that carry out the functions of enacting, enforcing, and interpreting the laws of the land. As the nation matures, it is expanded to include the regulatory agencies in the "fourth branch" of government.

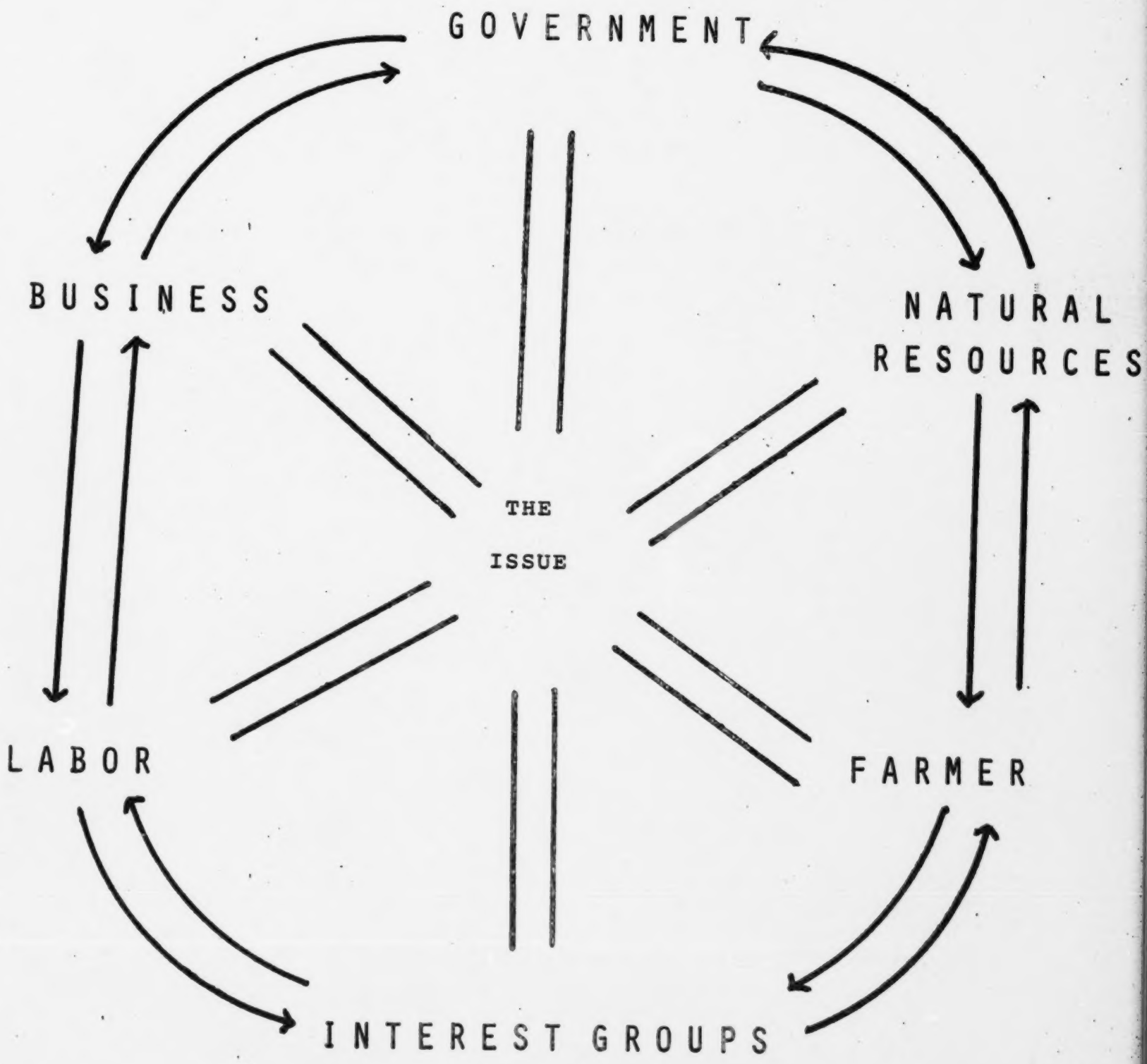
2. **Interest Groups** - Those groups within the populace where membership is made up of people who hold common values or seek a similar goal; e.g. veteran's groups, prohibition groups, reformists, taxpayers, consumers, etc. (Interest groups such as the Grange, Knights of Labor, National Association of Manufacturers should be categorized into the larger headings of agriculture, labor, and business.)

3. **Business** - Those corporations and people involved in the management and organization of the nation's productive enterprises. This includes both large and small business, but excludes governments and farmers.

4. **Labor** - Those workers within the nation who have organized into formal groups; e.g. Knights of Labor, A.F.of L.-C.I.O., I.W.W. I.L.G.W.U. - for the purpose of advancing programs and conditions favorable to the worker.

5. **Agriculture** - Those people within the nation who are involved in the organization and management of food and fiber production. They include interest groups organized to advance programs and conditions favorable to the farmer; e.g. the Grange, Farm Bureau, N.F.O., etc.

6. **Natural Resources** - Those materials supplied by nature that are useful in the productive process; e.g. land, coal, oil, water, etc. Also includes those natural features that have aesthetic value for the people; e.g. Grand Canyon, Everglades, Sea Shore areas, Grand Teton Mountains, etc. Natural resources have been given voice, historically, through legislation or lack of it, and conservation groups such as Audobon Society, Sierra Club, National Wildlife Association, PYE, etc.


GOVERNMENT
BUSINESS
NATURAL RESOURCES
THE ISSUE
LABOR
FARMER
INTERESTS GROUPS

Document 5

Suggested topics, times and events to be studied in the History of the U.S.:

1. Forming the New Nation. Attitudes toward:

   — Federalism
   — How we should develop (Agricultural or Industrial)

2. The National Period. Attitudes toward:

   — government involvement in economy
   — American System
   — canal building - road building
   — Sectionalism - "how should we develop" (Agricultural or Industrial)
   — Westward expansion - Manifest Destiny
   — specific acts or laws — How did people react to the Non-Intercourse Act, the Bank, the tariff?

3. The schism. Attitudes toward:

   — slavery
   — "how should we develop"
   — the war
   — Westward expansion
   — reconstruction
   — The Railroad Era - The Grange

4. Maturing Period. Attitudes toward:

   — big business - (Populists)
   — labor organization
   — scandal and corruption
   — Timberlands Act
   — Westward expansion
   — overseas expansion
   — Pendleton Act
   — I.C.C. - Homestead Act

5. The Second Revolution. Attitudes toward:

   — automobile and technology
   — monopoly
   — W.W.I.
   — Presidential Administrations
   — muckrakers
   — immigrants
   — conservation
   — labor
   — specific acts - Clayton Act, Elkins Act—Mann-Elkins Newlands Reclamation Act - White House Conference on Conservation.

6. The Depression.

   In this time period we should look at specific laws and acts—the New Deal in general and, specifically, attitudes toward:

   — W.W. II
   — isolation

7. Post-War Years. Attitudes toward:

   — reconstruction
   — U.N., Korea
   — the Atom

8. Present. Attitudes toward:

   — civil rights (sit-ins at Woolworth's - burning of Watts)
   — poverty
   — ecology
   — war
   — population

FEDERALIST PAPER NUMBER 10

By a faction, I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens or to the permanent and aggregate interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are, again, two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an ailment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other; and the former will be objects to which the latter will attach themselves. . . .

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. . . .

But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors and those who are debtors fall under a like discrimination. . . .

If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat

FEDERALIST PAPER NUMBER 10 (Cont.)

its sinister views by regular vote. It may clog the administration, it may convulse the society; but it will be unable to execute and mask its violence under the forms of the Constitution. When a majority is included in a faction, the form of popular government, on the other hand, enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens. To secure the public good, and private rights, against the danger of such a faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed. . . .

In the extent and proper structure of the Union, therefore, we behold a republican remedy for the diseases most incident to republican government. And according to the degree of pleasure and pride we feel in being republicans, ought to be our zeal in cherishing the spirit and supporting the character of federalists.

Document 6

ANOTHER CONSTITUTIONAL STATEMENT

A statement of political interest by concerned men. From periodical of that time.

This is a position statement made by men of diverse backgrounds (merchants, landowners, laboring freemen) of the New York and New Jersey port area.

We hold beliefs akin to those of Patrick Henry, George Mason, Richard Henry Lee, all of Virginia, and Samuel Adams and John Hancock both of Massachusetts. These great and distinguished patriots have (all) along with many others raised serious doubts about the proposed "new constitution" pending before the several legislatures. Simply stated, our position is, we fear a central government with vast amounts of great power vested in one man. We also fear and dread the potentiality that the document nurtures for factions. Presently, we are free from both of these ills. The ratification of the new Constitution in our view would encourage both of these evil consequences.

Document 7

MR. DANIEL SHAYS INTERVIEWED

1786

This day your obedient servant has returned from a parley with Mr. Daniel Shays of our sister Commonwealth of Massachusetts. Farmer Shays and 200 odd of his neighbors did, three days ago, occupy the Town of Petersham in the County of Worcester. In the talk, Mr. Shays explained to me the intent and reasoning which underlies his actions.

When asked, "Why are you about the countryside, under arms and in rebellion against your duly constituted government?"

His response was sharp. "We rebel, as you say, because of the great injustice we feel the eastern wealthy are perpetrating against us."

"What provisions have you made to deal with a combined force sent from Philadelphia and Boston?"

"None! We anticipate that Philadelphia will keep to itself, as it should. This is a Massachusetts matter."

"But sir, what of the eventuality and implication?"

"Sir, there presently is no provision for armies to move without unanimous consent, and quite frankly, that body (Congress) will spend itself debating the issue."

Document 8

TWO VIEWPOINTS ON THE CENTRAL GOVERNMENT

I am a dealer in commodities in the city of New York and it is my considered opinion that all of this disquieting and seditious talk about a new form of government must be dealt with.

This Confederation is as good as any vehicle we should have as a "Central Authority"—do not forget so soon the "Central Authority" of Great Britain.

Our several states are, and of right ought to be, separate and independent. I for one shudder at the thought of a centralized form of government. I fear its abrasiveness, its callousness and its indifference. Our states know their own destinies and must be unfettered to pursue them. A central government would make this high aim impossible. Our state knows their financial limits and to what extent they wish to be financially responsible for actions in other areas or states. A central government would interfere and commit financial resources of the states to other purposes.

In summary, I stand for this limited, functioning, well balanced present form of Confederacy as delineated by our Articles of Confederation.

I am a silversmith and merchant in this city of Dover in the State of Delaware and I feel it is time that we should look hard at our present weak and vulnerable form of association.

Our ministers abroad all communicate that they find it extremely difficult to perform their tasks of diplomacy and treaty making, now that everyone knows we cannot reach agreement lest it be unanimous. This kind of provision is not and cannot be conducive to sound diplomacy or government.

Our merchant marine is and has been under assault by the pirates and potentates of Tripoli, Constantinople, and Algiers.

Our hard earned Northwest Territory is still occupied by foreign troops.

This list of complaints could continue to mention such things as lack of a common defense force, lack of uniform monetary standard, etc.

My object has been to point to the needs for a new form of association.

8-56
8-57

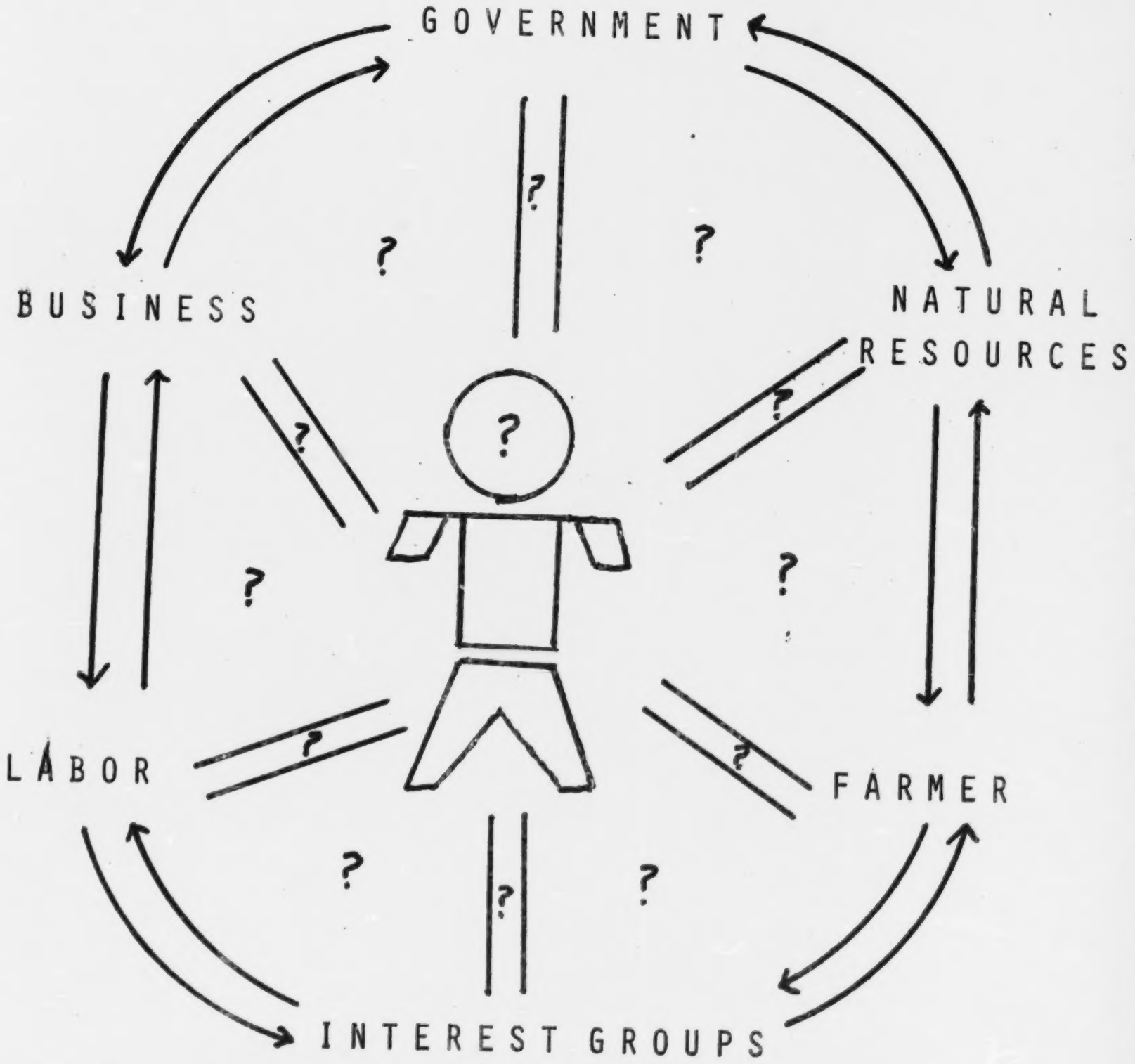
Document 9

PLAN FOR THE USE OF LAND

The Congress of these United States has proposed and passed the Land Ordinance Act, a plan for the purpose of order and dispatch in the subsequent partitioning of our Northwest Territory.

This action may serve as the example to those who feel we have not a viable government. The Congress did act unanimously to provide for the patterning and governing of the Territory. It does have the interest of the peoples of America as its object, and the proper distribution of, and use of, the land.

It has been maintained that this form of government (Confederation) could not manage the allocation and government of this territory with order and dispatch, and that it (the territory) was the only object of our being held together.


GOVERNMENT
BUSINESS
NATURAL RESOURCES
LABOR
FARMER
INTEREST GROUPS
?

8-60
8-61

BIOGRAPHY OF NATHAN ASHER KEIM

Keim, Nathan Asher - b.1940 - Oceanside, New York
Father - Plumbing and Heating Contractor
Mother - Registered Nurse

Mr. Keim is one of four children. He received his grammar school education in Caracas, Venezuela where his father's business was then contracting with an oil company. His high school education was completed at Oceanside Senior High, 1959. Mr. Keim started his undergraduate work at Upsala College in New Jersey and finished both undergraduate and graduate degrees at State University College at Oneonta in 1970. Mr. Keim is married to the former Marguerite Cronin. They have two children. He is active in the community, a member of several organizations. He is also a ward representative in his political party's city committee. Mr. Keim was campaign manager for a candidate in the primary and general election race for a seat on the county board of representatives. Now a teacher, Mr. Keim is active in Teacher Organization meetings with the Board of Education at his school. The organization has succeeded in arranging a two-year agreement for all teachers in the school district.

What we see depends
mainly on what we look for.

John Lubbock

GENERAL OVERVIEW: GRADE 9

To study Grade 9-African and Asian Cultures-is to view for the first time, in a comprehensive way, the majority of the world's population. If the population of the world could be reduced to a theoretical community of 1,000 people, 666 of them would be the people of Africa and Asia. They have a life expectancy of about 40 years and they produce about 15% of the world's food supply. Although they represent great diversity, at least one element generally tends to reflect much about their lives. They suffer from the consequences of massive economic underdevelopment. The focus of this unit of study is on this aspect of African and Asian life - economic development in relation to the potential available.

Topic I, through a series of case studies, leads students to explore the concept of underdevelopment and to construct a model of inquiry for assessing the economic system of all nations to be investigated. Topic II reinforces the skill in using the model by directing students to use it repeatedly through the year. Topic III is designed to bring together the economic, political, and cultural aspects to focus on change and the people's desire for it. Finally, students are asked to project into the future by analyzing how programs will affect change, and by predicting some of the possible events that may occur in that nation during the student's lifetime.

After completing Topic I and objectives 1-3 of Topic II, the remainder of the objectives in Topic II and all of Topic III should be repeated as the students explore each nation, or group of nations, in a region.

Although the "facts" of this course of study are important, it is perhaps even more vital that students develop the skill of how to view nations and what to look for, so that reliable judgments may be reached by the student.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

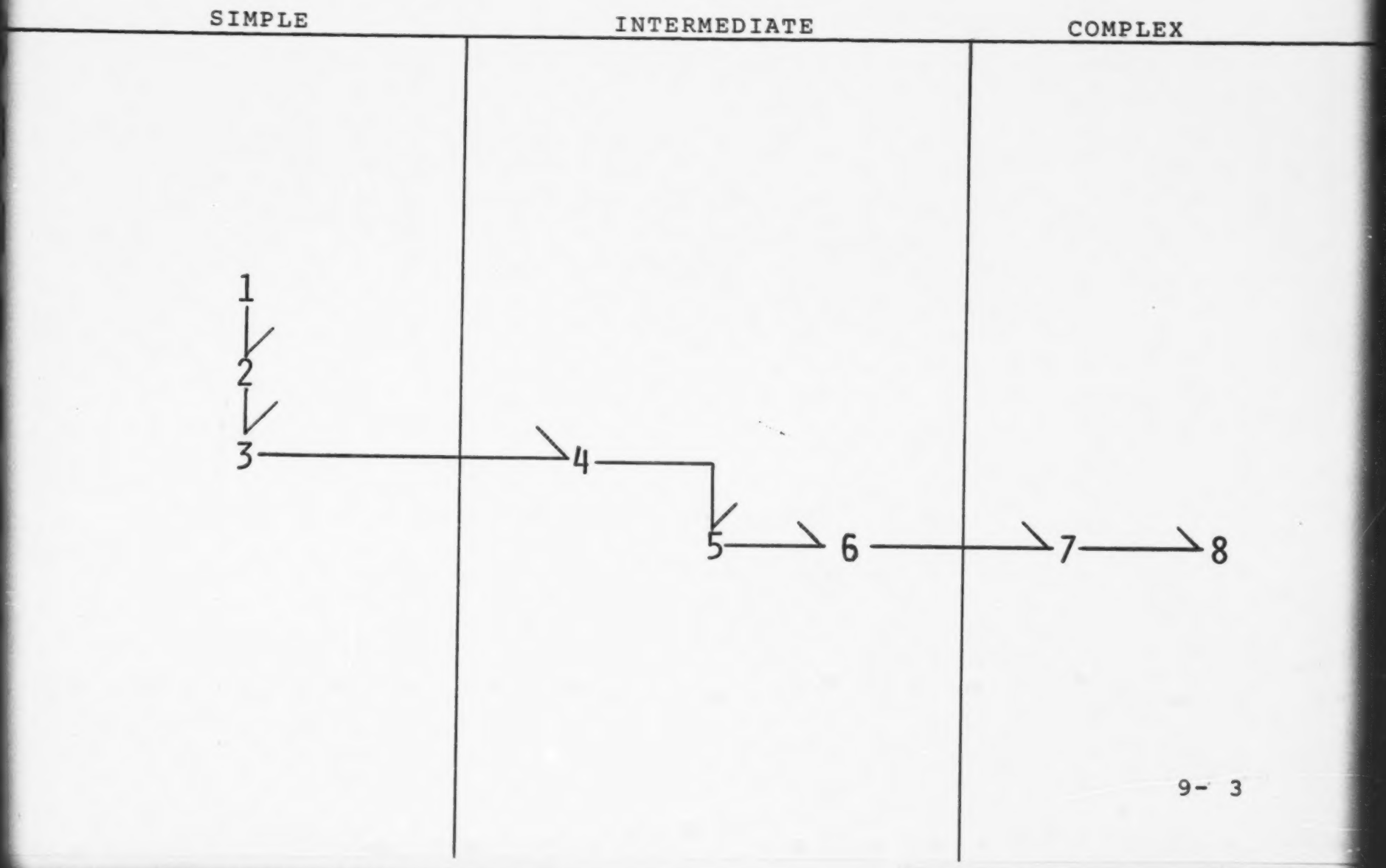
OVERVIEW: TOPIC I

The study of economics of nations in the non-western world is introduced in this topic through the exploration of factors that cause underdevelopment. The investigation begins with student speculation of what he thinks are significant factors, useful for identifying underdeveloped nations, and proceeds through a series of steps until the student can state a generalization he feels is reasonable, and can test it by application to at least one case or example.

It is proposed that this topic be treated very early in the year - usually at the beginning of the study of the African Continent. This will enable students to establish a platform early, from which to view and evaluate all nations or regions studied throughout Africa and Asia.

The major purpose of this topic is not to have students draw detailed, trivial distinctions between nations and regions, or to memorize masses of statistics and "facts," but rather to be able to separate into broad, general categories the degree of development so far experienced by the nations under investigation. Thus, the final goal of this topic is for students to be able to use a generalization of their own design for evaluating nations as being underdeveloped, borderline, or developed. All of the skills developed in this topic need to be accomplished by the student before he proceeds with Topic II.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Given descriptions of economies of several nations in the world, - the student will demonstrate his ability - <u>to speculate</u> about what factors may be used to evaluate the degree of economic development of a nation - <u>by ranking</u> the descriptions of the nations given in an order from most developed to least developed.	1. In describing underdevelopment, we usually refer to the potential of a nation and how it is, or is not, meeting its potential; whether it has, or does not have, an infrastructure (railroads, roads, T.V., radio, dams, seaports); whether or not it has any large concentration of manufacturing and people, and whether or not it has a literate population.

INSTRUCTIONAL STRATEGIES

A (Strategy for Objective 1)

This topic begins with speculation by students, and proceeds to require them to review and refine their speculative thoughts until what they say can be substantiated through comparison with the ideas of others and by evidence from actual cases.

Begin the investigation of what constitutes an underdeveloped nation with as little preview discussion as possible. Simply present students with copies of the five case studies prepared for them in Appendix (case studies 1-5). Charge them with the task of ranking these from "most developed" to "least developed" by saying: (this will probably be best as a homework assignment) "For tomorrow I want you to review these descriptions of five African nations and reach some conclusions about their level of economic development by ranking these nations from the most economically developed down to the least economically developed. Put your ranking - Country A, Country B, Country C, etc., on a piece of paper in any order you feel is best. Then list on the rest of the page the specific things (criteria) you used to establish your ranking order."

Students should be encouraged to work together on the problem if they wish. As an alternative, you could have students review the material individually and have them work in small groups in class to establish rankings and criteria.

The rankings students decide upon are not really important. What is important is the criteria they used to reach their decisions. Students working together will often go a great deal farther in refining their criteria than individuals working alone. (For the teacher who needs to know, the actual nations described are:

Country A - Chad
Country B - Liberia
Country C - Nigeria
Country D - Rhodesia
Country E - Union of South Africa

You decide on your own ranking and criteria.)

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OBJECTIVES	CONTENT
2. Having ranked the descriptions of the nations given, - the student will demonstrate his ability - to locate and use evidence in supporting a position - by citing evidence from descriptions that he believes justifies the rank order he established.	2. Cultural-social criteria should be used—not just average income or gross national product.
3. Having cited evidence to justify his ranking order of the nation's economies under investigation, - the student will demonstrate his ability - to identify major and minor factors that are involved in causing events - by listing, from the evidence cited, the 5 or 6 major criteria that he used to establish his ranking order.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 2)

The process of refining criteria - and the battle of student views - will really begin when the students are asked to present and defend their conclusions before their classmates. Start by asking several students to place their rankings on the board. Compare these rankings. If they all agreed, ask additional students if they would like to challenge these. The ensuing discussion should focus on these questions:

1. How does your ranking differ from the others?
2. What criteria did you use to reach that conclusion?
3. Are these valid criteria? Why?
4. What evidence in the case studies supports your conclusion?
5. How do the rest of you react to these criteria?
6. Are there other criteria he has overlooked?

C. (Strategy for Objective 3)

Further refinement of the criteria should be reached by asking students to reduce their lists of criteria to the 5 or 6 key - (most crucial) - factors that could be used to reach valid and reliable conclusions about the degree of development of a nation's economy. The purpose of this is not to oversimplify the process, but to reduce it to manageable proportions. Five or six well-chosen yardsticks make a respectable measuring device for the later tasks students will be given.

OBJECTIVES	CONTENT
4. Having identified his own criteria for ranking the descriptions of economies and having listened to criteria established by other students for ranking the same descriptions, - the student will demonstrate his ability - to deal thoughtfully with the viewpoints of other people on a common topic - by comparing his criteria for evaluating factors that cause underdevelopment with those of others and revising his criteria, if necessary, so that it more closely approximates the criteria of his classmates or authorities in the field.	4. One authority said this about underdeveloped economies, "An underdeveloped economy is one which has realized little of its economic potential because of lack of capital, technology, and skilled labor." Another authority said this about underdeveloped areas, "Underdeveloped areas of the world today suffer from a series of common symptoms. a. Lack of an educated populace to provide the needed skilled labor force. Thus, there is a need for foreign advisors and technicians. b. Lack of a savings habit, due primarily to consumption equaling or exceeding production. Population growth is a major problem, especially when it exceeds production. How can one save for tomorrow when there is not enough for today? c. Lack of technological development and implementation necessary to conduct modern industry. d. Perhaps the tip-off sympton is a society in which the heavy hand of tradition is dominant. This can usually be characterized by a class-structured society and highly (75%-80%) agriculturally oriented economy."

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 4)

Additional discussion should follow the refinement process above, by having students compare what they see as the five or six key factors. Require that the students reach the conclusion through discussion. Insist on supporting evidence and/or examples. If the resources are available, allow time for students to compare their ideas with authors and other people who would appear knowledgeable on the matter.

Conclude this activity by asking students to revise and "tighten-up" their criteria by asking themselves this question: "Is each of my criteria significant enough that "facts" about each will provide me with the evidence I need to reach a defensible conclusion?"

OBJECTIVES	CONTENT
5. Given data about the economies of at least five nations from the region or continent under investigation, - the student will demonstrate his ability - to apply his revised criteria for determining an underdeveloped nation - by ranking the economies of these nations in an order from most developed to least developed.	
6. Having ranked the economies of the five nations under investigation and having listened to how his classmates and authorities in the field ranked the same economies, - the student will demonstrate his ability - to review previously formed judgments he has made in light of additional evidence - by comparing his rankings with those of his classmates and authorities in the field and revising again, if necessary, his criteria for evaluating factors that cause underdeveloped nations.	

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 5 and 6)

Now the stage is set for further testing of a partially refined measuring device. Give students condensed descriptions* of at least four nations from the area you are about to study or already are studying. Be sure that any descriptions students are asked to use include the kinds of evidence they will be looking for. Make the "facts" explicit. Don't expect them to make any inferences about things until they have used these other skills for several investigations. Ask them to apply their new criteria by ranking these nations in order, from most economically developed to least economically developed.

Again compare students' conclusions in class, and focus on the criteria they used. Encourage students to challenge each other's conclusions. Since these will be real countries, you may want to give students the opportunity to consult outside sources with which to compare their conclusions.

Finally, ask students to review their criteria again, and to make any revisions they feel are necessary to improve the measuring device they are developing.

*Descriptions can be prepared from an Almanac, or the NEA has an excellent country-by-country fact book for $2.00 (5th Edition). Ask for: Other Lands Other Peoples: A Country-By-Country Fact Book. Write to: Committee on Instructional Relations, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

OBJECTIVES	CONTENT
7. Having again revised his criteria for evaluating factors that cause underdeveloped nations, - the student will demonstrate his ability - to integrate a number of concepts into a generalized thought - by stating a generalization that includes at least four criteria that may be used to evaluate the degree of development of the economy of any nation or geographic region.	
8. Having stated his criteria in the form of a generalization about underdeveloped nations or regions, - the student will demonstrate his ability - to apply the newly formed generalization - by reviewing a description of the economy of any nation or region and stating whether that nation's economy is underdeveloped, borderline, or developed and citing specific evidence to support his conclusion.	8. Particular attention should be paid to industry, roads, railroads, number of people, the general complexion of the community such as: 1. Service oriented - small shops, most people work elsewhere, commuting to suburbia. 2. Light industry orientation - more people, small plants - a variety of them—dress factories, electronics plants, plastic fabricators, bottling companies, plating factories, a city look—small, but citified. 3. Heavy industry orientation - steel mills, coking plants, smelters, foundries, transportation center of the area, larger city, many people. (This area may have all of the others above.) 4. Agricultural orientation - small, family farms, corporation owned, widely scattered population, small village clusters, may have a larger village (small city) nearby.

INSTRUCTIONAL STRATEGIES

F. (Strategy for Objective 7)

The next step is to synthesize the series of individual criteria into a generalization that, while still extremely tentative, may be used by the students to draw conclusions and make judgments about additional economies he will encounter during the year. There is no reason for all to memorize one set generalization. Each student should be permitted his own variations within reasonable limits. Instruct the student that the generalization should include at least four of his criteria. If he is unable to do this, then additional activities should be planned for the student, so he can.

G. (Strategy for Objective 8)

The student is now in a position to apply a series of newly integrated ideas and skills to any reasonably detailed description of the economy of a nation or region to be studied. He should be given additional opportunities to do this immediately, by exploring more nations of the region or continent under investigation. In addition, he should be asked to repeat the application of his generalization throughout the year as reinforcement for the new skill, and to retest and refine the generalization.

The real evaluation of students' ability to apply these ideas and skills will come when you can ask generalized statements like the following, and when they recognize the use of these skills and apply them without specifically being told to do so.

1. How would you rate the economic development of this country - developed, borderline, or underdeveloped? Why?
2. How do the economies of these two or three nations we have been studying compare in terms of development?

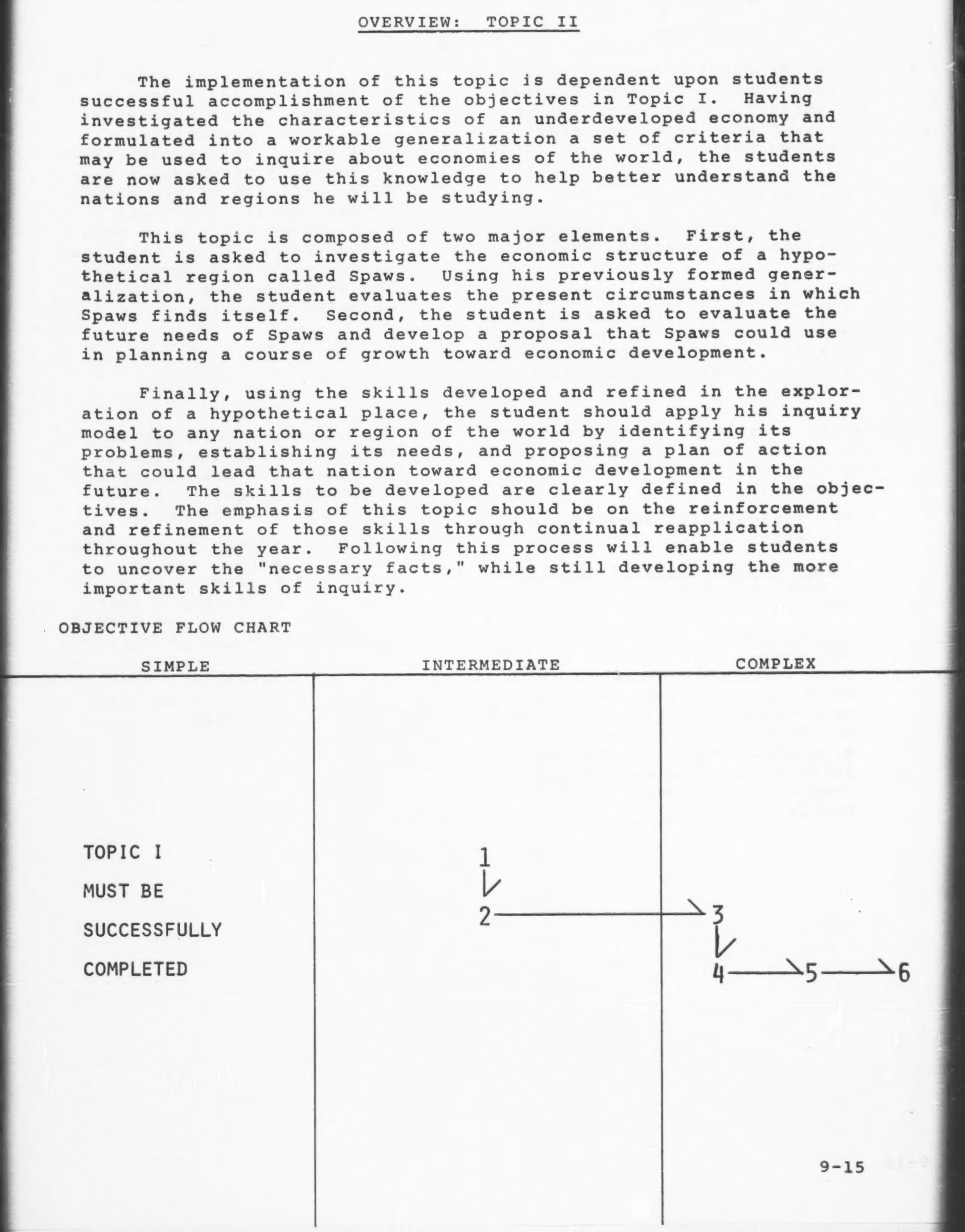
OVERVIEW: TOPIC II

The implementation of this topic is dependent upon students successful accomplishment of the objectives in Topic I. Having investigated the characteristics of an underdeveloped economy and formulated into a workable generalization a set of criteria that may be used to inquire about economies of the world, the students are now asked to use this knowledge to help better understand the nations and regions he will be studying.

This topic is composed of two major elements. First, the student is asked to investigate the economic structure of a hypothetical region called Spaws. Using his previously formed generalization, the student evaluates the present circumstances in which Spaws finds itself. Second, the student is asked to evaluate the future needs of Spaws and develop a proposal that Spaws could use in planning a course of growth toward economic development.

Finally, using the skills developed and refined in the exploration of a hypothetical place, the student should apply his inquiry model to any nation or region of the world by identifying its problems, establishing its needs, and proposing a plan of action that could lead that nation toward economic development in the future. The skills to be developed are clearly defined in the objectives. The emphasis of this topic should be on the reinforcement and refinement of those skills through continual reapplication throughout the year. Following this process will enable students to uncover the "necessary facts," while still developing the more important skills of inquiry.

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. Given information about a hypothetical region (colony of Spaws) and using the generalization previously formed about an underdeveloped nation, - the student will demonstrate his ability - <u>to identify specific factors</u> that retard economic development - <u>by listing</u> at least four specific factors in the economy that are similar to the factors listed in the student's previously developed generalization.	1. Generally, factors which tend to retard economic development are: large percent of populace in agriculture, many tribal groups, different customs and language, a negative attitude of the people toward change ("what was good enough for Dad is good enough for me"), an inability to identify their problems, and an almost total disregard for education.
2. Having identified factors within the economy of the hypothetical region that retard its economic development, - the student will demonstrate his ability - <u>to recognize the relationship</u> between a nation's problems and its needs - <u>by listing</u> at least one need the nation must fulfill to meet each problem, if it is to move toward a stage of economic well-being defined as developed, and defend his conclusions with explanations of how the fulfillment of each proposed need will overcome a related problem.	2. The needs of Spaws may be located in the description of Spaws from Case Study 6. For other needs, refer to objective 4 of Topic I. - Lack of education — single school system - Lack of saving habit — producing a surplus by new method - Tradition bound — desire for change and better lot for their children's children.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-3)

Case Study 6 in the Appendix at the end of this grade level is a description of a hypothetical region called Spaws. It is a diverse land with many interwoven features. The future of Spaws is being debated throughout the world, but particularly by the mother country who is planning to grant Spaws independence in the near future — two to five years. Great controversies have arisen recently over the present problems of Spaws and the best course she should follow in future development.

The people of Spaws have asked the mother country to help her plan for the future. The people have said they will welcome outside help after independence, but independence is their most cherished goal and they won't wait much longer.

This is the situation with which students are to be confronted: "If you were asked by Spaws to help her plan for the future, so that she could move toward a state of well-being, (defined as developed), how would you go about the planning and what would you recommend?"

The following questions should help students get started:

1. What questions about Spaws would you need to have answered? (Don't give students the case study materials until after they have identified the questions they want answered.)
2. Now that you have answers to these questions, what additional information can you infer that will be helpful?
3. What do you feel are Spaws' major problems today? Which need to be met first? Which later?
4. In order to overcome these problems, what will Spaws need? In the immediate future? In the long range future?
5. Put together all you know about Spaws and propose a plan of action you feel she should follow to move toward economic development. Be as specific as possible by outlining how each of your proposals is designed to overcome some problems you have identified. Include in your plan some indicators of the time it will take to accomplish your proposals.

For the sake of time, and to encourage discussion, have students work together in groups of four to six. Each student could represent a specialist in some area; e.g. finance, anthropology, business, conservation, agriculture, etc.

OBJECTIVES	CONTENT
3. Having identified at least four needs of the hypothetical region under investigation, - the student will demonstrate his ability - to integrate a number of concepts into a generalized whole - by formulating and presenting a plan or series of economic, social, and political guidelines that this region should adopt in order to move toward a stage of economic well-being defined as developed.	3. Some suggestions from students might be: a. Pass laws in Parliament to establish a school system. b. Import farm machinery to improve yield. c. Pay a bonus for new efficient ways to perform old tasks. d. Encourage family planning.
4. Given adequate information* or after having been asked to locate adequate information about economic, social, and political characteristics of any nation or region under investigation, - the student will demonstrate his ability - to use the inquiry process outlined in objectives 1-3 by: - identifying what are four major needs of the country or region, and - proposing a plan or a series of guidelines that country or region should adopt to move toward a stage of economic well-being defined as developed.	

*Adequate information is defined as enough for the student to identify four major needs.

INSTRUCTIONAL STRATEGIES

A. (Cont.) Using the map included with the case study, students sometimes produce excellent topographical, mineral, agricultural, population, and cultural maps of Spaws to aid in "seeing" the information they are using. Maps of the future are also helpful when students present their plan to the whole class.

When students have completed their plans for the future of Spaws, have them presented to the class. All groups will then be sharing their knowledge and the skill with which they approached the task. No two plans will be the same and the resulting debate provides an excellent forum for reviewing the inquiry skills used and for exploring the big question: Development? Yes, but how?

B. (Strategy for Objective 4)

This objective is based upon the skills identified and refined during the exploration of Spaws. It is to be applied repeatedly throughout the year to the study of actual nations of Asia and Africa. The scheme of activity can vary greatly to include:

1. Debates between students representing members of the U.N.
2. Conferences with members of various groups within the nation.
3. Newspaper editorials.
4. Officers of International Monetary Fund trying to decide if a request for a loan to accomplish certain goals would be in the best interest of a nation.
5. A mock Pan-African or Pan-Asian Conference.

It is obvious that the answers to economic problems of underdeveloped nations are not simple or easy. They are complicated by political and cultural traditions (or lack of them) that confound more knowledgeable minds than our students. This is not, however, a good reason for prohibiting students from seeking answers. On the contrary, the very fact that things are so complicated is the best reason for getting students just as deeply involved in the situation as possible. It is the process of seeking, proposing, and debating that matters, particularly when today's answer turns out to be tomorrow's problem.

OBJECTIVES	CONTENT
5. Given information about some specific program or policy presently being developed by the nation or region under study (e.g. the Aswan Dam, infusion of economic aid, discovery of rich mineral deposits, etc.), - the student will demonstrate his ability - to predict the consequences that changes in one variable will have on other variables - by formulating a defensible statement of how that policy or program will affect the future economic, social, and political development of that nation or region.	5. Alternative cost may be defined as the cost of this project, Cabora Bassa, as opposed to some other project. The concept is one of using our limited resources (capital) to their best advantage.
6. After the process outlined in objective four has been repeated through the study of at least two nations or regions, - the student will demonstrate his ability - to use the process for analyzing the present needs and future direction of the economy of a nation or region - by stating generalizations about that nation whenever he is given the following directions: Take the necessary information about country X (teacher should substitute the specific name) and prepare a statement that describes that nation's present economic condition and plans you would recommend for its future economic growth.	

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objective 5)

The view of many nations today brings into focus many individual, key projects that nations are attempting to construct to aid their economic development. Case Study 7 in the Appendix is an example of one of these. Students should view these in terms of how one part of a larger plan will affect the development of a nation or region. Many questions can be considered while investigating these projects. Here are some suggestions?

1. Why did this nation choose this project first (or next - whichever it happens to be)?
2. How does an economically poor nation go about financing these huge projects?
3. What are the short term sacrifices a nation makes to complete this project?
4. What is its cost in time and alternative cost?
5. Is this something the people would choose to do, or has it been imposed by higher central authority?
6. Does the decision to build this project and the process by which government is going about it say anything about individual freedom and economic growth?
7. Is this project in the best long-run interest of the nation? (Sometimes these are highly questionable; e.g. Nkrumah in Ghana and Sukarno in Indonesia in the early 1960's)

D. (Strategy for Objective 6)

This strategy is identical to the one outlined in part B of this topic. However, the objectives (4 and 6) are not identical. This objective deals with students' ability to apply previously learned skills of inquiry without detailed directions from the teacher to do so. An extremely important skill for students is to recognize when a previously learned skill can be applied to a new situation and to proceed to apply the skills properly without being "spoon-fed." This is the purpose of objective 6 and marks its clear distinction from the more guided use of the same skills in objective 4.

OVERVIEW: TOPIC III

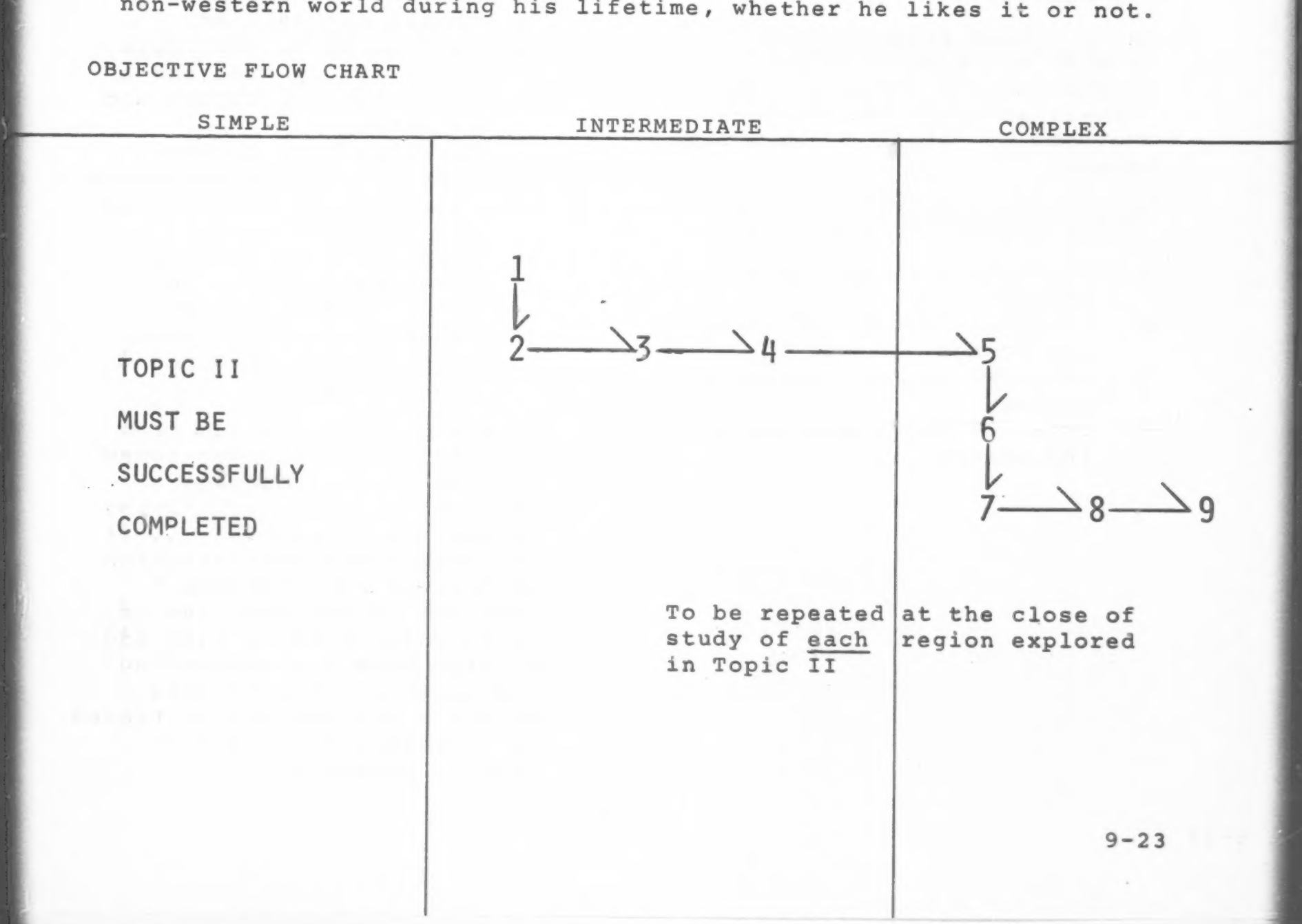
This final topic has been designed with several overall goals in mind.

First, it should be used at the end of a unit of study that has dealt with a large geographic area such as a continent or sub-continent.

Second, the objectives are designed in such a way that they require the student to defend answers at all times with facts or knowledge acquired during the unit studied. Thus, it is a device for review. It is the view of the authors of this guide that this topic will deal not only with the economic aspects of study, but also the cultural, political aspects. For these, too, must be included in any responsible discussion of the whole region, nation, or continent.

Third, it is designed to direct students' attention toward the future by asking them to take accumulated knowledge of the area studied, mentally organize it into defensible generalizations that they can verbalize, and finally, by using these generalizations, make plausible predictions about the future. This last aspect is most significant if the student is to be capable of understanding and adjusting to the changes that most surely will occur in the non-western world during his lifetime, whether he likes it or not.

OBJECTIVE FLOW CHART



TOPIC III

9TH GRADE

OBJECTIVES

1. Having investigated the economic, political, and cultural aspects of a nation or region,
   - the student will demonstrate his ability
   - to recognize relationships between the possibilities for change and people's awareness of the need for change
   - by citing evidence he has found in his inquiry of a nation that indicates people's attitudes toward an awareness of proposed changes and stating a conclusion about the possibilities for changes that are being recommended for that nation.

2. Having investigated the economic, political and cultural aspects of a nation or region,
   - the student will demonstrate his ability
   - to recognize relationships between the possibilities for change and the economic, political, and cultural factors that act to resist or encourage change
   - by citing evidence he has found in his inquiry of a nation of:
     a. internal factors resisting change
     b. internal factors encouraging change
     c. external factors resisting change
     d. external factors encouraging change.

CONTENT

1. Some evidence of the people's awareness of the need to change may be:
   1. Seeking foreign assistance from the U.N. or friendly nations.
   2. Reordering existing structures; e.g. outlawing of the Caste System in India.
   3. A great deal of central planning being done by the government.

2. Some social, cultural, and political factors that may act to resist change are:
   1. Devotion to the old proven way as opposed to the new untried.
   2. Resistance to new ideas about family size and a reluctance to change old patterns.
   3. An awkward or cumbersome government structure, incapable of delineating the nation's goals.
   4. Pressure from foreign government not to let other foreign governments or foreign investors develop untapped mineral wealth.

Clashes of ideas arise from the desire of underdeveloped nations to move towards a state of economic well-being defined as developed. It is the observable manifestation of "rising expectations." That is, to get more out of, or to enjoy more of life and provide more for succeeding generations. The origins of these desires may be traced to a greater awareness of what is possible.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

Americans have a penchant for making recommendations to other people of the world based on what we think is best for them. This attitude is strongly reflected in our foreign policy and in questions like, "Why must these people...." or "Why shouldn't Country X adopt these ideas?"

This strategy is designed to explore one of the most commonly ignored factors in studying nations of Africa and Asia. How are the possibilities for change affected by the people's awareness of need and by their economic, political, and social traditions?

During the investigation of these nations, students should be alerted to look for answers to questions like the following:

1. Is there any indication from your research that these people are aware of the changes being planned for them, or even feel a need for these changes? What is the awareness and concern of many tribal groups for hydro-electric projects, new cities, or universal formal education.
2. Does the evidence of your research indicate that these people will be receptive to planned changes or will they resist?
3. What economic political or cultural factors within the nation will act to resist planned changes?
4. What economic, political, or cultural factors, within and outside the nation, act to encourage the changes being planned for these people? (One of the primary considerations, here, is how the concept of "Rising Expectations" encourages changes and the origins of the things that create the "expectations").

TOPIC III

9TH GRADE

OBJECTIVES

CONTENT

3. Having cited evidence of factors - internal and external - that resist and encourage change within a nation or region under investigation,

   - the student will demonstrate his ability
   - to draw conclusions from cause and effect relationships
   - by stating in his own words what the possibility for a particular change would be in a nation and cite evidence to support his position whenever he is presented with a proposal for implementation of a particular plan or idea in that nation.

4. Having identified factors that act to resist changes in a nation or region under investigation,

   - the student will demonstrate his ability
   - to detect trends by speculating about the future based on evidence in the present
   - by recommending at least three conditions that act to resist change that will need to be altered and what will be substituted in the place of each to permit the kind of change necessary for that nation or region to move toward economic development.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 3)

Having explored questions similar to those listed above, it is now time for the student to state some conclusions about what the possibilities for change appear to be in the nation or region under investigation. The student's concern for the quality of the plan or idea is not as significant here as is his ability to consider and use evidence he has uncovered. You should look for his ability to draw objective conclusions about the possibility or probability for that plan or idea to be accepted by the people. If it were proposed to kill all non-useful cows in India, the student should present a conclusion and evidence about the possibility that the people will accept this idea, rather than the student's judgment of the "good or bad" of this plan.

Case Study 7 in the Appendix is an example of an actual plan students could consider in this activity. Also, they should reconsider their own plans proposed in part B of Topic II in light of the new evidence.

C. (Strategy for Objective 4)

This objective and activity are part of the further refinement of the student's plan or guidelines proposed during part B of Topic II.

1. If change will be permitted to occur (again, not whether it should or not) in the nation under investigation, what conditions will need to be altered?
2. Recognizing that change is the process of substituting one thing for another, what will be the replacement for the thing needing change? For example, if you eliminate tribal leadership, with what do you replace it? OR If you eliminate nomadic movement of tribes, with what do you replace it - farming?

Questions of this nature are crucial for students to develop the skills of looking for multiple factors, and consider the real impact of change.

TOPIC III

9TH GRADE

OBJECTIVES	CONTENT
5. Having investigated the economic, political, and cultural aspects and having recommended a plan or series of proposals that the nation or region under investigation need to adopt, - the student will demonstrate his ability - to integrate a number of concepts into a generalized whole - by describing, in his own words, what the nation's new economic, political, cultural fabric will look like. (three or four phrases for each of the economic, political, and cultural areas)	5. Suggested "new economic, political, and cultural fabric," that students may describe. The new fabric will have a central authority in charge of economic development. There will be, however, careful consideration given to civil rights. A tax of $200 will be paid for every child beyond the third. A bonus of credit for seed and tools will be given to farmers who use new methods, etc.
6. Having listed several phrases that describe the new fabric of the nation or region under investigation, - the student will demonstrate his ability - to recognize how change has a mixed impact on a nation's character or organization - by stating at least one advantage and one disadvantage each phrase listed in objective 5 holds for the nation or nations under investigation.	6. For the "new fabric" above: Advantages Limits population growth Get new methods implemented Control planned growth of the economy Disadvantages Changes living patterns Destroys security of tribal organization May infringe on individual rights The new methods may not be the right ones for this country or that crop. In short, the old ways which stereotyped them are gone. They are now a new ethnic entity.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 5 and 6)

Having put together all the problems, needs, and factors that resist and encourage change, it is now time to look forward. This should be done in two closely related stages. First, students should integrate all of these concepts and ideas into a series of phrases that the student feels would be an accurate characterization of what the "new developing nation" will look like.

To ensure the student's consideration of the economic, political, and cultural aspects of the nation, ask him to treat each separately, before he draws them together in a broad generalization. Second, the student should demonstrate his awareness of the impact these new elements will have, by presenting the advantages and disadvantages for each element. Each new birth is the result of pain, and part of the inquiry process is to view a question from several sides.

OBJECTIVES	CONTENT
7. Having stated the advantages and disadvantages that change can cause on a nation or region under investigation, - the student will demonstrate his ability - <u>to consider thoughtfully</u> a point of view that may be different from his own - <u>by role playing</u> the part of a citizen of the nation or region under investigation and state how that person would judge the quality of the proposed changes. He will include the criteria he believes that citizen would use to support his position.	7. Consider the previously used "non-useful cows" in India. An Indian would argue that the proposed change would destroy his religion and his belief in reincarnation, thus, it would change the Indian national character. Of the High Aswan Dam in Egypt, the Egyptian would say that it will destroy and forever bury his past under tons of water, but it would provide a vast storehouse of water, electric power, and control of an old benevolent enemy — the Nile.
8. Having stated the advantages and disadvantages that change can cause on a nation or region under investigation, - the student will demonstrate his ability - <u>to deal thoughtfully</u> with cause and effect relationships - <u>by stating his judgment</u> of whether or not the changes justify the upheaval they will cause and presenting the criteria he used to make that judgment.	8. Present structures and patterns must change (slightly or greatly) to encourage economic growth if the student feels that should be the primary goal.
9. - The student will demonstrate his ability - <u>to predict future events</u> as a result of considering a variety of evidence in the present - <u>by proposing</u> at least five major events we can possibly expect to see occur between now and the year 2020 in the nation or region under investigation.	

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objectives 7 and 8)

A final, crucial consideration is that of weighing the quality of plans or ideas. What is the real cost? Is the plan worth the pain and upheaval it will cause? This strategy asks students to view this question from two viewpoints.

First, how would various people within the nation being explored react to proposed changes? What criteria would they use to make their judgment? Use people who represent government officials, subsistence farmers, tribal groups, and citizens of European ancestry.

Second, the student should explore his own judgment of the proposed changes and defend his conclusion with the criteria he used to evaluate the situation.

These are, obviously, very open-ended judgments. However, the criteria students use, or feel others would use, are not so open-ended. The students should be encouraged to challenge each other strongly on the criteria they use to make judgments. You may not agree with a student's judgment that the best thing to do is to herd black Africans into reservations, but you can challenge his criteria if he states that the inferiority of the people makes "herding" permissible.

F. (Strategy for Objective 9)

This last objective is designed simply to help students look forward and try to "see" where nations and people are headed. There is no doubt that this is a most difficult task, but one of the best ways of preparing for the future is to gather masses of evidence from the present and use this to predict what reasonably can happen next. It may be called, "looking beyond the end of your nose," or "trying to avoid future-shock." But the fact is that what occurs in the areas of Africa and Asia during the student's lifetime will have an impact on his life. He should build the skill now of anticipating those changes.

APPENDIX

FOR

GRADE 9

COUNTRY A

PEOPLE, RELIGION, LANGUAGE: Country A's 3.3 million population includes many ethnic groups. The original Negro elements have been altered over the centuries by Arab invasions and by intermarriage. The major ethnic and religious distinction today is between the Arabized Moslem peoples of the north and central regions and the animist-Christian Atan people of the south. The Moslem peoples total over 1.4 million; the most important groups are the Arabs and the Zons. The largest non-Moslem tribe, the Corts, numbers about 1 million. They are mainly farmers in the southern river valleys. Various tribal languages are spoken, but Arabic serves as a unifying language among the Moslems. French is the language of government and is taught in most schools.

ECONOMY: The national budget for 1969 was $50 million. Most of the people are engaged in herding or farming. Cotton is the leading export, followed by cattle, hides, and meat. It is estimated that Country A has the largest livestock population in tropical Africa. There is no significant industrial or mining enterprise. Country A has no railroads, and river traffic is limited to the rainy season. Cotton, frozen meat, and fish from The Lake are exported by air. Most manufactured goods are also imported by air. Country A's average annual income is $70.

EDUCATION: School enrollment is largely at the primary level. Education on the metropolitan French standard was introduced about 1950, and French is the principal language of instruction. Expansion of modern schooling is hindered by the scattered and partly nomadic nature of the population. The illiteracy rate is 97%.

COUNTRY B

PEOPLE, RELIGION, LANGUAGE: Country B's population, totaling about 1.1 million, consists of the indigenous Africans. Only persons of African descent may become citizens, and only citizens may own land. The indigenous people live according to tribal traditions and customs. The principal ethnic groups are Ongo, Dece, Pio, and Alo. Although the official language is English, most of Country B's citizens converse in one or more of the 28 tribal dialects. There are several thousand foreign residents, including Americans employed by various U. S. business firms and Country B's government.

ECONOMY: Country B's principal resources are rubber, iron ore, and timber. Firestone Rubber Company, in addition to producing rubber on its own lands, has assisted Country B's nationals in development of rubber production on small individually owned estates. Rubber exports were the mainstay of Country B's economy until 1961, when iron ore became the most valuable export item. Iron ore has been mined at Bomi Hills since 1951. The development of additional deposits of high-grade ore is expected to alter the structure of Country B's economy within the next several years.

Private foreign investment has been encouraged in agriculture and forestry as well as rubber and iron ore. U. S. investment is larger than that of all other sources combined. One of the main problems is an acute shortage of managerial and technical skills to support further development. The tribal people who form the bulk of Country B's population still are engaged primarily in subsistence agriculture. Country B's average annual income is $200.

EDUCATION: The number of schools is not enough, even with four separate systems: mission, government, tribal, and Moslem schools. The University of Country B, a liberal arts college, and the Vocational school are two major institutions. A problem is that of poorly trained and low-paid teachers. Both the U. S. government and UNESCO are providing assistance. The illiteracy rate is 86%.

COUNTRY C

PEOPLE, RELIGION, LANGUAGE: Country C, has an estimated 61.4 million population (1967), which includes a great variety of African tribal groups. The four major ones are concentrated on regional lines. The Wuts people are almost entirely Moslem. The western Orybu and eastern Awe are the main groups in the south. Christianity, led by Missionary Society of the Church of England, has had a long, steady impact in southern Country C. English is the official language and is widely used, but most people converse in regional or tribal dialects.

ECONOMY: Over four fifths of Country C's people are occupied in farming, forestry, and livestock raising. About one-fourth of the total agricultural output is exported, and agricultural exports are the chief source of foreign exchange earnings. The leading export products are cocoa, peanuts, palm kernels, palm oil, cotton, rubber, and wood veneer.

Although Country C does not rank as one of Africa's great mineral territories, it is a major supplier of columbite, an exporter of tin, and the only coal-producing country in West Africa. Petroleum in commercial quantities is exported in addition to yielding large quantities of natural gas. The southern part of the country also has a number of industrial establishments processing agricultural and forest products as well as factories producing textiles, tires, and other goods. Country C's average annual income is $200.

EDUCATION: Country C's education follows the traditional British system and has been developed largely by missionary societies and voluntary agencies working under government grants and inspection. Four new universities have been founded in Country C since 1960.

Shortage of university staff, funds, and teachers in primary and secondary schools are major problems. The illiteracy rate varies from 98% to 82%.

COUNTRY D

PEOPLE, RELIGION, LANGUAGE: The country's population, estimated at 4.6 million in 1968, is made up of 4.3 million Africans, 235,000 Europeans (whites), and 23,100 of other ethnic groups. Although the Africans outnumber the Europeans by a margin of 19 to 1, the Europeans constitute the largest white population in any country south of the Sahara, except the Republic of South Africa. White settlers first came to the territory in the late nineteenth century, and they have had a dominant role in the government since 1923. In addition to running the government, the Europeans now own and work about half of the land as cattle ranches and large farms. They own and run mines, and they have developed the cities. Most of the Europeans are of British or South African origin. The two major ethnic groups among the Africans are the Matebele, with whom the first settlers made treaties, and the Mashona. English is the official language. Most Africans practice traditional animist religions, but a substantial proportion are Christian, as are the Europeans.

ECONOMY: The economy of Country D has two distinct sectors—African and European. The African sector is largely subsistence agriculture for home consumption. The European sector is made up of three components—mining enterprise, farming and stock raising, manufacturing and light industry. Country D for many years produced gold as its leading mineral and chief export. Since World War II it has become the world's third largest producer of chrome ore and its largest supplier of high-grade asbestos. Iron ore, copper, coal, zinc, lead, and cobalt are also extracted. Country D's average annual income for Europeans is $3,404 and for Africans it is $322.

EDUCATION: Country D has parallel systems of education for African and European students. The University College of Country D is a multiracial institution, situated near Kudo. In 1969, it enrolled 320 African and 560 European and Asian students. The illiteracy rate is 70% for Africans and 1% for Europeans.

COUNTRY E

PEOPLE, RELIGION, LANGUAGE: Country E has a population of about 18.7 million, representing four major racial groups with diverse cultural backgrounds. There are 3.5 million white Europeans, 13 million Negro Africans, about 1.9 million Coloreds of mixed blood, and over half a million Asians.

Since 1950, legal restrictions on the non-white majority have been greatly expanded by government policy. The restrictions have enhanced the grievances of the non-whites and have been the object of dissension within the white minority itself.

ECONOMY: While agriculture plays a sizable role in the national economy, it is far outdistanced by mining and industry. Possessing large deposits of gold, diamonds, uranium, coal, iron, copper, and other valuable minerals, Country E is the industrial giant of the African continent with a large export economy. Country E's average annual income is $594.

EDUCATION: At primary and secondary levels, the provincial governments are responsible for education of European, Colored, and Asian children, while the national government has assumed responsibility for education of African children. There are separate schools for each racial group, and attendance is compulsory only for white children. More than half the eligible African children attend school.

Legislation approved in 1959, banned attendance of non-white students at the nine Country E universities except for medical students and those taking correspondence courses at the University of Country E. To meet non-white needs for higher education, the government has established several new university colleges, with enrollment at each confined to one racial group. University College, which once attracted non-white students from all over the country, is restricted to members of the Yit tribe. About 4,500 non-whites are enrolled in the various universities, but a large proportion are taking correspondence courses only. The illiteracy rate is estimated at 40% for Africans and 1% for Europeans.

SPAWS

LOCATION AND SIZE: The colony of Spaws occupies the island of Spaws located in the central Pacific equally distant from both the mainland of Asia and the western hemisphere. The 7th largest island in the world; it is almost 500 miles long and 250 miles wide. It's 125,000 square miles of territory is nearly equal to the size of Montana.

GEOGRAPHICAL FEATURES: The island of Spaws is a study of geographic contrasts. About 40% of the island's topography, particularly along the southern and eastern coast, is below 500 feet in elevation. Inland from the coastal plains in the east, south, and western regions are extensive lands between 500 and 2,000 feet in elevation. This land makes up another 30% of the topography. Beginning in the north central coastal part of the island, a large mountain range splits like an inverted "V" and extends southeastward and southwestward through the island center. Another small mountain range in the western part of the island adjoins the left leg of the main mountain range. These mountains generally exceed 5,000 feet in elevation. They are surrounded by extensive plateau area. The climate of the island ranges from cool in the central plateau areas to the humid coastal regions. Annual precipitation exceeds 40 inches a year with a rainy season from February to July and generally drier conditions during the remainder of the year.

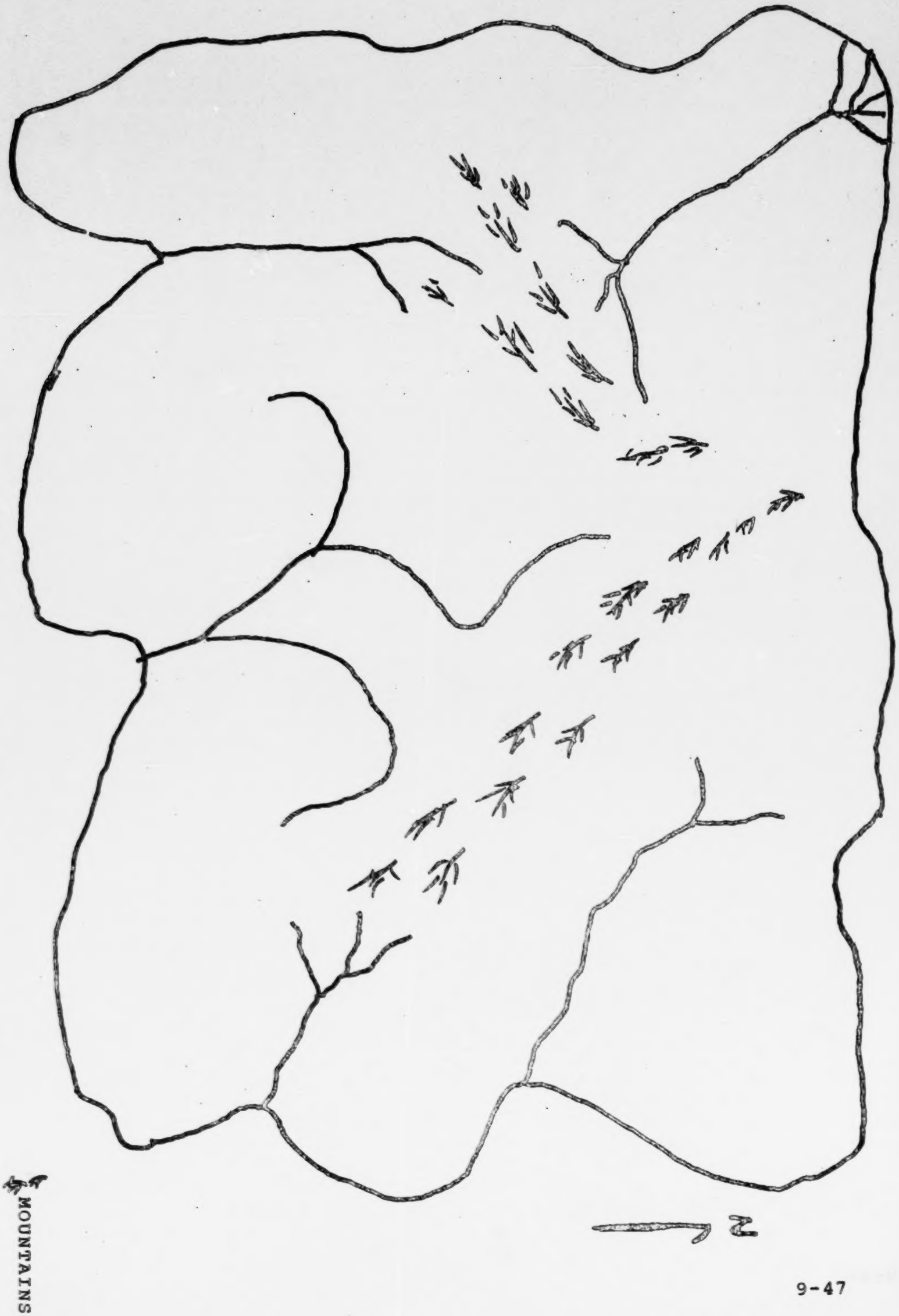
PEOPLE, RELIGION, AND LANGUAGE: The 25 million inhabitants of Spaws are a people of great diversity. Traces of European, Asian, and Polynesian ethnic groups can be found in their population. Spaws includes five basic tribal groups that range in size from 3 to 7 million. The official language of the island is that of the mother country. Native languages on the island can also be grouped into five basic language groups. Over 50% of the people speak one native language or the language of the mother country. About 75% of the population of Spaws participates in local religious beliefs termed animistic. Protestant and Catholic missions, however, have long been active on the island and nearly 25% of the population is now Christian. The island of Spaws has about 2,000,000 European residents who are connected with the colonial government or the businesses of the island which the Europeans dominate. The native population is predominantly rural. About 10% live in cities of 5,000 or more.

POLITICAL BACKGROUND: Spanish explorers landed on the island of Spaws early in the 16th century, but for many years European contacts with the island were limited to the coastal region. During the 17th and 18th centuries British and French efforts to penetrate the center of the island coincided with the rise of powerful native kingdoms in the northwest and southwestern parts of the island. During the latter half of the 19th century British control of the island was solidified, and the island of Spaws has been a colony of Great Britain since then. Within the tribal groups of the island, there is a great deal of autonomy in forms of government. Most of the people, except in the northwestern region, operate under a system of hereditary chiefs, with tribal councils and generally decentralized power. Natives in the northwestern region use the tribal system but chiefs are selected by skill and ability. Over all of this sub-structure of native government is the colonial government which follows the parliamentary system of the mother country.

SPAWS (Cont.)

ECONOMY: The island is a predominantly agrarian colony with about 80% of its people occupied in farming or pastoral activities. Sugar, wheat, beef, and fish are the chief food crops while wool, hides, and cotton are produced for local consumption and export. Several extensive deposits of minerals can be found on the island but their development is limited. Bauxite, copper, and iron ore have been found in large deposits but are not processed at the present time. Petroleum has been located but not tapped. Coal is found near the iron ore and is mined on a limited scale. The largest production of natural resources is in timber. Much is used locally but some is in world demand. Much is yet untapped because of poor transportation. In the manufacturing area some plywood is processed in the northwest. Paper and paper products are produced on a small scale with about 95% consumed locally. Sugar is refined and 75% of it is exported. Textiles are produced from local cotton production which is using about 50% of potential cotton growing lands. In trade, there is a slight favorable balance of trade for the colony as a whole. Seventy percent of its revenues come from agriculture, 10% from manufactured goods, and 20% from minerals. A slow down in any area will shift the balance of trade from surplus to a deficit. The primary products of import are manufactured goods and capital goods. Seventy percent of these come from the mother country, 30% come from other areas in the world. The infrastructure of the island is poorly developed beyond the extensive use of navigable rivers. Rivers from the northwest, east, southeast, and the south extend deep into the island's inner plateaus but are navigable only in the coastal plains to the fall line. Limited railroads from the northwest extend into the mountains and from the southeast to the mountains. Highway construction is strictly limited by the lack of capital.

EDUCATION: Education is not compulsory for the natives on the island of Spaws but urban areas, those of high population density, are building large quantities of elementary schools. At the present time, 40% of the population between the ages of 5 and 15 are in school. Of the adult population, 15% are literate but a high percentage of these are Europeans who have a 99% literacy rate. Historically, most primary and secondary schools have been run by Christian missionaries on the island. In addition to the lack of capital, a major problem faced by the native population in planning education is dealing with the variety of local languages.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"VAST AFRICAN POWER GRID MAY MOLD MOZAMBIQUE'S FUTURE"

By Frederic Hunter

Mozambique's future may hinge on the outcome of the Cabora Bassa hydro-electric project.

The project is a vast, interlocking development scheme of gigantic proportions. It involves damming the Zambezi River in a narrow gorge 86 miles northwest of Tete, the largest town in the province which bears its name, and building an underground power station with an ultimate generating capacity of 4,000 megawatts, almost twice that planned for Egypt's Aswan High Dam.

Project planners see the dam and power station as stimulating the establishment of mines and factories; prospecting has revealed an abundance of minerals: coal, nickel, copper, chrome, and asbestos as well as iron deposits which could produce a million tons a year. These, plus cheap power, could lead to a Mozambique steel industry.

The dam also will irrigate 3.7 million acres. Grains, citrus fruit, vegetables, jute, and cotton will be grown on them. In addition, subsidiary dams, locks, and canals will significantly extend navigation on the Zambezi, now navigable less than 100 miles from its mouth.

Despite these rosy predictions, Cabora Bassa is a prime target of liberation-movement guerrillas. They have pledged to do all within their power to stop or hinder its construction.

Frelimo, the Tanzania-based Mozambique Liberation Front, recently claimed to have killed 350 Portuguese soldiers in the Cabora Bassa region over a four-month-period. The movement already controls large portions of Niassa and Cabo Delgado provinces. While these claims cannot be verified, the introduction of South African troops into areas near the construction site gives some indication of Frelimo's capacity to hamper operations.

According to the December, 1969, issue of Sechaba, the official organ of the African National Congress of South Africa, they see it designed to:

- Consolidate white rule in southern Africa. To the liberation movements, in other words, Cabora Bassa is not designed to improve the living standards of Tete Province's African inhabitants. It is meant to offer a high degree of material well-being to white settlers who would maintain colonialism and white rule.
- To create an economic bloc in southern Africa between South Africa, Mozambique, and Rhodesia.
- To strengthen South Africa's buffer zones. The liberation movements regard Cabora Bassa and the similar Cunene River project on the border between Portuguese Angola and South-West Africa as devices to protect apartheid's heartland.
- To commit the West to the project's success through the involvement of massive Western capital in the dam's construction. The granting of economic concessions to "some of the world's major monopolies" also will play a role.

Sechaba concludes that "Cabora Bassa emerges as a comprehensive economic and political device to ensure white domination and colonialist rule in southern Africa."

Reasoning of this kind may strike some as farfetched or doctrinaire. But because an East-West, Marxist-capitalist confrontation could develop over the future of southern Africa, to dismiss such reasoning as insignificant might prove to be dangerous.

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The dogmas of the quiet past are inadequate for the stormy present. We must think anew, we must act anew.

Abraham Lincoln

GENERAL OVERVIEW: GRADE 10

The study for Grade 10 — World History: Our Western Heritage — is one of the most ambitious efforts of the entire social studies program. Unless great care is used to select the ideas, create major threads through the chronology, and focus on specific student skills, the entire study can easily become a morass of trivia. The material in this guide has been designed to avoid this pitfall, by directing the students to sort out the trivia, create manageable bundles of data, and formulate testable hypotheses.

The thread this program has been designed to follow deals with the investigation of the major economic-political-social systems of western man from the 5th Century A.D. through the present. Emphasis is placed on "models of inquiry" that can be used to identify significant characteristics of each system, and to draw conclusions about the inter-relationships of the systems. The major student skills with which this guide deals are those inquiry skills all people need, if they are to manage the mass of ideas and emotions with which they will be confronted in their adult lives.

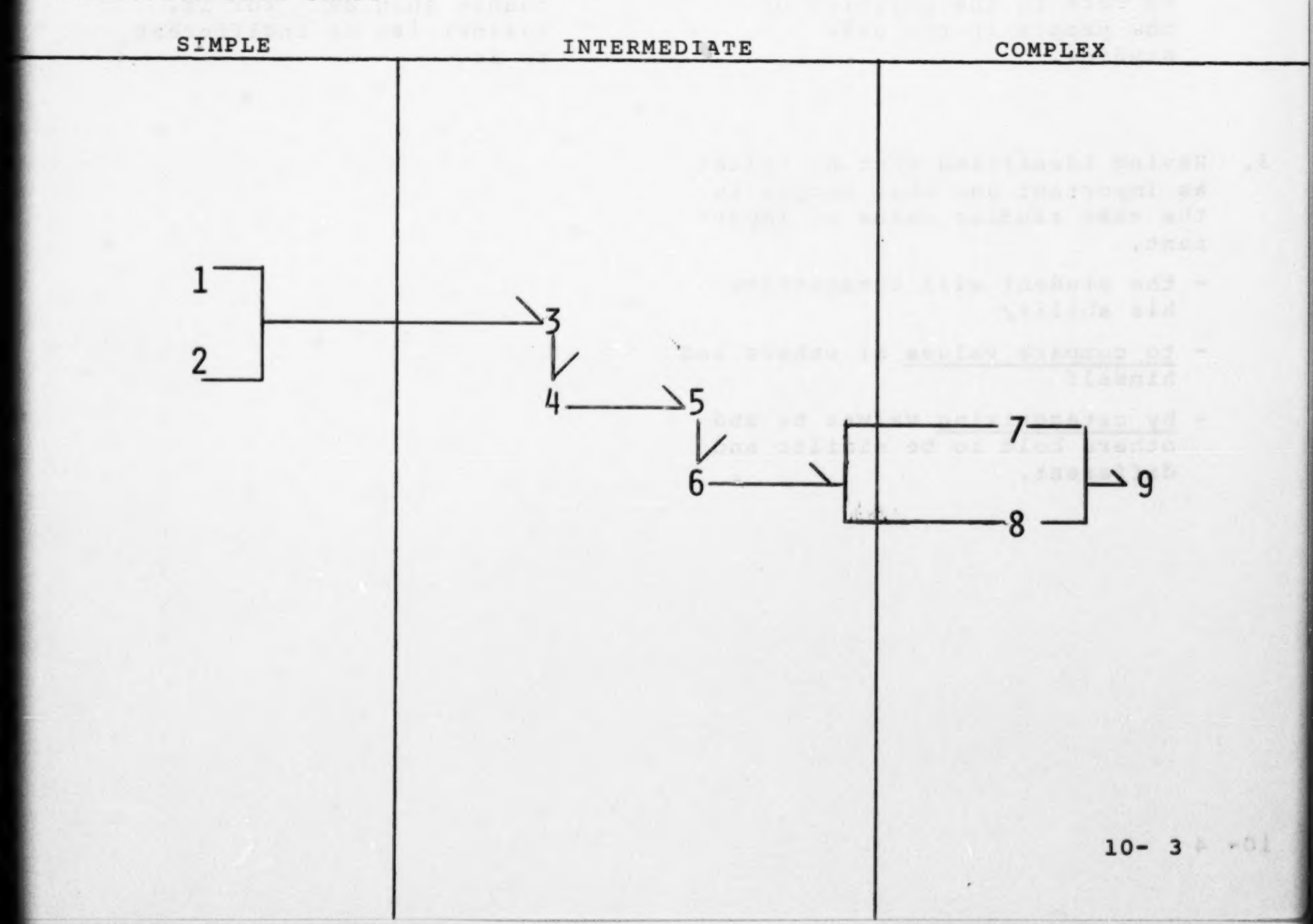
Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions, the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

OVERVIEW: TOPIC I

The study of Our Western Heritage is introduced through an exploration of values that both individuals and groups deem to be important. How values are translated into goals, and how man's ranking of these values affect his actions are pivotal to the topic. Finally, the recognition of similarities and differences between man's values, goals, and methods of accomplishing these goals is to be considered.

The exploration of Topics II and III are highly dependent upon the knowledge and skills students will derive from this first topic. The idea of values, goals, and methods are planted on an abstract level and organized into a testable hypothesis in this topic. This is in preparation for their use as guidelines for inquiring about the historical systems that men have developed and/or discarded through the centuries. The topic focuses on the question,-"What skills do I need and what processes do I follow to sort out and understand the flow of man's economic-political-social systems?"

OBJECTIVE FLOW CHART



TOPIC I

10TH GRADE

OBJECTIVES

1. Given a case study of persons or groups making decisions about their lives,
   - the student will demonstrate his ability
   - to identify values that influence people's actions
   - by listing these from the case studies presented.

2. Given case studies of people making decisions about their lives,
   - the student will demonstrate his ability
   - to identify values in his own life that influence his goals
   - by stating what he feels is important in his life and what would be important if he were in the position of the people in the case studies.

3. Having identified what he values as important and what people in the case studies value as important,
   - the student will demonstrate his ability
   - to compare values of others and himself
   - by categorizing values he and others hold to be similar and different.

CONTENT

1. Men hold certain ideas, beliefs and feelings to be important. These things which men view as important can be called their values. Some of the categories and sub-categories into which values can be grouped are: security, which might contain ideas of stability and protection; survival, which contains the need for food, clothing, and shelter; heritage, which may contain such items as reverence (for the past, a God, one's ancestors or one's country); pleasure, which holds ideas of leisure time, general well-being, health, happiness, peace of mind; change, which simply contains a continuum or scale of attitude toward change such as: for it, against it, or indifferent to it.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-6)

Hand out to the class the case study 1 from the Tenth Grade Appendix. After reading it silently, ask students the following questions encouraging divergent thinking:

1. What is your reaction to this story?
2. According to this article, what does Mr. Wescott feel is important? (list on board).
3. What is important to you? (list these on board).
4. Looking at the two lists of what's important to both Mr. Wescott and you, identify what you see to be different and similar about them.
5. Re-order the two lists on the board so you have ranked the items from most important to least important. (Rank Mr. Wescott's list as you feel he would view their importance.) Students will see this idea more clearly if the teacher draws a continuum thus:

   Most Important _____ Least Important

   Then ask students to place each identified value along the line.
6. How do the things Mr. Wescott feels are important effect the actions of his life?

OBJECTIVES	CONTENT
4. - The student will demonstrate his ability - <u>to analyze</u> material for explicit and implicit variations in the importance of people's values - <u>by ranking</u> the lists previously established so the lists are in order from the most important to the least important values. For the case studies, defend these decisions with evidence from the case studies.	4. The ranking of the values of men and groups represent the relative importance in which they hold those values.
5. - The student will demonstrate his ability - <u>to detect consequences</u> from stated causes - <u>by explaining</u> how values affect his actions and the actions of people described in the case studies and give examples to support that position.	5. The ranking that men and groups assign to their values, help them to establish goals which they accomplish through a variety of methods. These methods, at least one for each goal men seek to accomplish, when bundled together, constitute a system which has a specific structure.
6. Using the lists of values established earlier, - the student will demonstrate his ability - <u>to detect similarities and differences</u> between sets of values - <u>by analyzing</u> the lists and categorizing the similarities and differences justifying each categorizing decision with his reasons.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 1-6)

Hand out case study 2 from the Tenth Grade Appendix. After reading it silently, ask students the same series of questions as above, and have them complete the same tasks listed for case study 1. (Be sure to substitute Mr. Paslowsky's name for Mr. Wescott.)

C. (Strategy for Objectives 1-6)

Hand out case studies 3, 4, and 5 from the Tenth Grade Appendix. Ask students the following:

1. Viewing each description separately, list the values that are important in each system. (Should be placed on the board to facilitate discussion)
2. Viewing all three lists, identify what is different and similar about them.
3. Does each group place equal emphasis on the same things?
4. Rank the items in each list from most important to least important as presented in the description.
5. Does the ranking by people into priority lists of what they feel is important effect the methods that they will use to accomplish their goals?
6. How do the things that each group feels are important affect the actions of the group? Present examples to support your position.

OBJECTIVES	CONTENT
7. - The student will demonstrate his ability - <u>to organize and present abstracted ideas</u> he has uncovered - <u>by summarizing</u> the similarities of values he has discovered in the case studies into a single generalized statement that is representative of all the studies and defensible with evidence from each study.	
8. - The student will demonstrate his ability - <u>to organize and present abstracted ideas</u> he has uncovered - <u>by summarizing</u> what causes the differences in actions people take with respect to their values in the case studies into a single generalized statement that is representative of all the studies and defensible with evidence from each study.	
9. - The student will demonstrate his ability - <u>to integrate two or more concepts</u> into a generalized whole hypothesis - <u>by merging the two summary statements</u> previously developed into a testable hypothesis.	

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 7)

Review the five lists of the things people held to be important in the five case studies and discuss:

1. Are these 5 lists generally similar or different? Explain.
2. Make a statement that summarizes the similarities we have discovered between these five studies.

example of an acceptable summary statement — (What people or groups hold to be important are generally similar.)

E. (Strategy for Objective 8)

If we can say that men generally hold the same things to be important, how can we account for the great differences between the five studies we have read?

Sub question if necessary — (What did we find when ranking the importance of items of each study?)

F. (Strategy for Objective 9)

Based upon the evidence we have discussed in the five case studies, we have formed two summary statements or generalizations about what is important to men and groups and how these affect the actions of people. Now merge these two summaries into one statement that encompasses the ideas of both. During the coming year, this new statement shall be viewed as a hypothesis about groups, their ideas, and the systems they construct to accomplish their goals. It will need to be reviewed and tested as we look at each society. It would be helpful, and an excellent reminder for students, if the hypothesis was printed in large letters, and placed somewhere in the room easily visible to students.

example of an acceptable hypothesis — (Although people or groups generally hold similar values as important, the differences between groups arise from the priorities or emphasis each places on the things (goals) they seek to accomplish.)

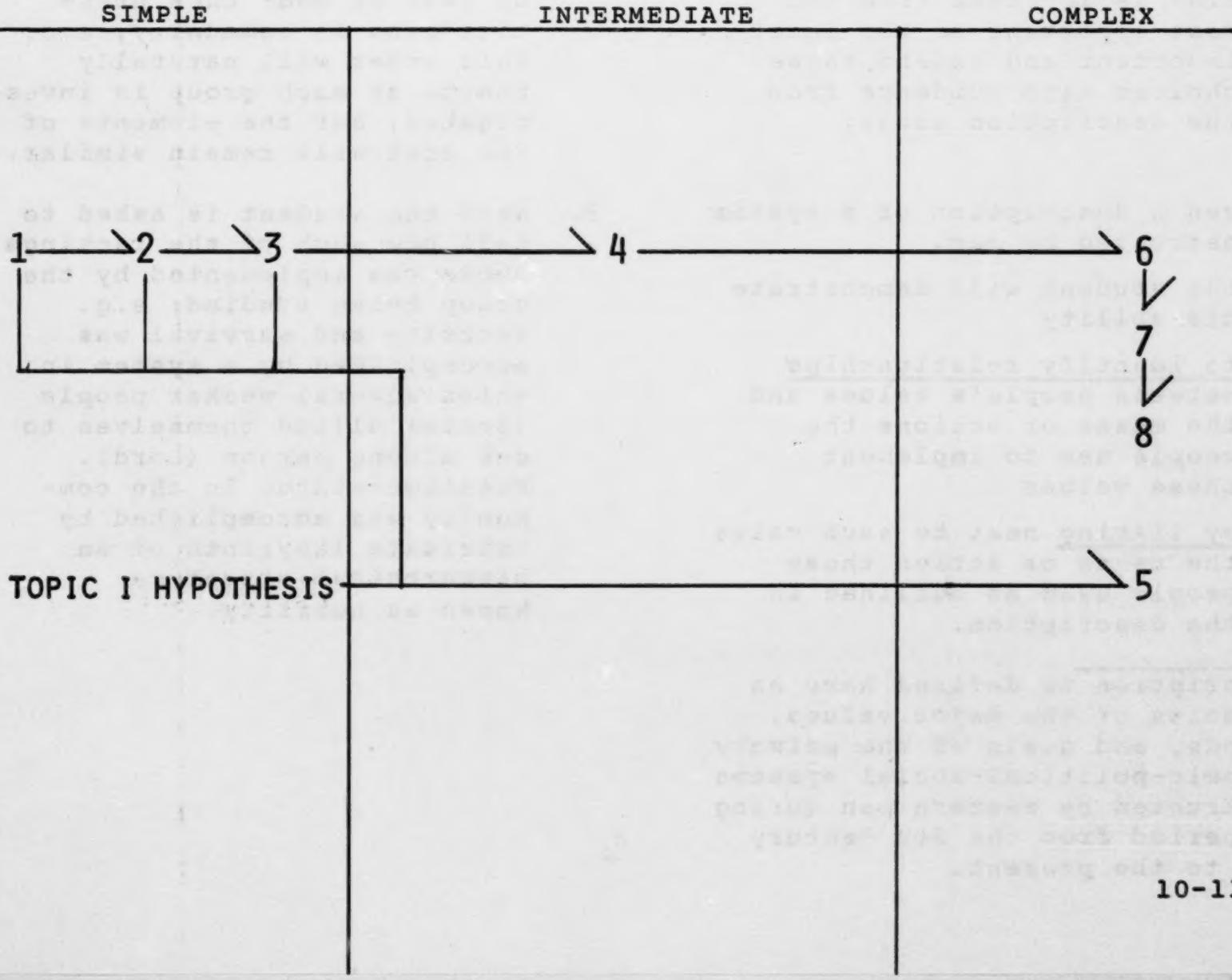
OVERVIEW: TOPIC II

This topic represents the heart of the content students will be exploring during the coming year and a reinforcement and expansion of skills of inquiry introduced in Topic I.

It is designed in such a way that students will locate and use "facts" about the several systems of western man to identify the similarities and differences between those systems. In-depth investigations into each system is expected to enable students to locate and select the evidence they need to define the threads that weave the fabric of western man's economic-political-social systems.

The process of inquiry through models is developed extensively in this topic. The hypothesis derived in Topic I is to be evaluated in the light of new data collected during this topic, and a second hypothesis is to be developed and evaluated at the same time. Formulation and evaluation of both hypotheses is crucial in this topic to provide students with the process skill of creating "manageable bundles of knowledge" for use in the application to and evaluation of change.

OBJECTIVE FLOW CHART



TOPIC II

10TH GRADE

OBJECTIVES	CONTENT
1. Given a description* of a system constructed by man, - the student will demonstrate his ability - <u>to identify evidence</u> - <u>by listing</u> values that the group being described felt were important and defending those selections through specific reference to the description.	1. Some values you may expect students to identify here are similar to those that were outlined in the first activity of Topic I. Survival Heritage Change Security Pleasure Prestige These values all have several sub-categories; e.g. pleasure-leisure time, prestige-wealth, security-stability, heritage-culture. Students should become familiar with the above categories, and place their responses, which may be quite specific, into these general categories.
2. - The student will demonstrate his ability - <u>to recognize variations</u> in the importance of people's values - <u>by ranking</u> the items people felt were important so the list is in order from the most important to the least important and defend these choices with evidence from the description given.	2. Here, the student is asked to reorder what people in the description thought was important, according to the emphasis they placed on each value. Feudalism should have security and/or survival as the most important; then heritage or fear of God; then prestige-rank in community, etc. This order will naturally change as each group is investigated, but the elements of the list will remain similar.
3. Given a description of a system constructed by man, - the student will demonstrate his ability - <u>to identify relationships</u> between people's values and the means or actions the people use to implement these values - <u>by listing</u> next to each value the means or action those people used as outlined in the description.	3. Here the student is asked to tell how each of the rankings above was implemented by the group being studied; e.g. security and survival was accomplished by a system in which several weaker people (serfs) allied themselves to one strong person (Lord). Prestige-status in the community was accomplished by intricate labyrinth of an hierarchical structure known as nobility.

*A description is defined here as summaries of the major values, methods, and goals of the primary economic-political-social systems constructed by western man during the period from the 5th Century A.D. to the present.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-4)

Feudalism* - Hand out case study six from Appendix and ask students to consider the following questions:

1. What were the things this group felt were important?
2. Rank these items in order from most important to least important. List on board.
3. What were the primary means (actions) this group used to accomplish the goals it had set for itself? (List also, on the board, these means.)
4. What forces or events caused the development of the goals or values of this group?
5. What goals or values of the system which preceded this one were carried over into the new system?

*A description of Feudalism and the seven other systems listed under Part C of this topic can be found in the Tenth Grade Appendix as case studies 6-14.

TOPIC II

10TH GRADE

OBJECTIVES	CONTENT
4. Through the description given and additional information deemed necessary, - the student will demonstrate his ability - <u>to identify events or forces</u> that cause the development of a group's values - <u>by locating and reporting</u>, orally or in writing, the events or forces that caused the development of each value identified for the group under discussion. This report may include values that were a carry over from the previous system used by the group.	4. During the exploration of the systems of western man, the student will locate and identify specific events or forces that caused the development of that system's goals; e.g. a. Feudalism - the ravaging hoards of Eastern and Northern Europe after the fall of Rome necessitated some form of societal organization that provided security and stability. b. Mercantilism - the influence of the Crusades, the intellectual revival, and the rise of nation states influenced its values. The goal of high standing was pursued by creating greater wealth. The goal of this worldliness was accomplished by demoting the church and its other-worldliness orientation. c. Socialism - the rise of the exploitation of the worker, the inhumanity of the existing system, the injustices, social and political, affected the goal of pleasure. Socialism is concentrated, not on individual welfare, but on the general welfare. This was done by emphasizing those intangibles heretofore neglected - health care, work protection, happiness. To provide a complete listing of the historical events that affected each value in each system, would be too demanding a task to perform here. It should be the student's goals to locate major influences in the various time periods such as: labor movements, political reorganizations, war, social reform attempts; and bundle these "facts" to show how they affected the priority rankings of each system outlined in Appendixes 6-14.

INSTRUCTIONAL STRATEGIES

A. (Cont.) Questions 4 and 5 are posed to direct students to investigate a variety of source materials for exploring the development years of the system being studied. Using texts, readings, filmstrips, etc., students should explore the system under investigation from the decline of the system that preceded this one to the time when this system reached its zenith. Discussions of these events in class after the investigation should evoke much controversy about the "facts." Recommend to students that they make written notes of the sources in which they located the evidence they are presenting. Identification of this time period along a timeline when questions 4 and 5 are first presented would help focus student attention on the period to be studied.

TOPIC II

10TH GRADE

OBJECTIVES

CONTENT

5. Having identified the values, methods, and goals of the group under investigation,

   - the student will demonstrate his ability
   - to evaluate a stated hypothesis in light of new data
   - by citing evidence about the system under investigation to support or refute the hypothesis stated at the end of Topic I.

OBJECTIVES 1-5 FOR THIS TOPIC APPLY TO THE PROCESSES OUTLINED IN PART C.

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objective 5)

Refer students to the hypothesis formulated at the end of Topic I and ask:

1. Taking the material gathered about the system we have been studying, what information will be needed to test this hypothesis? (The information about the system's values and the order or ranking of what these people felt was important?
2. Which pieces of data seem to support the hypothesis and which seem to refute it? What is your evidence for making these judgments?
3. Now that you have selected and interpreted the data relevant to the hypothesis, restate the hypothesis in light of the new data.

This hypothesis will stand the test of all systems the students investigate during the year. However, to build students' skill in using this model of analyzing and hypothesizing it should be repeated at the close of the study of each system. After the study of two or three systems, eliminate questions 1-3 above and simply ask students to "test the hypothesis with respect to the system just investigated."

C. Parts A and B of this topic will need to be repeated throughout the year as the class investigates each of the systems listed below:

Feudalism	Mixed-Enterprise Capitalism
Mercantilism	Fascism
Laissez-Faire Capitalism	Welfare State Capitalism
Socialism	Communism
	U.S.S.R. System

Since the descriptions of the systems in the Appendix characterize it at its "peak," it is recommended that the introduction of each system begin in the "middle" of the time period involved. In this way, students can view the values of the system at the zenith and then investigate the means by which the system evolved from the preceding system and what were the causes. In essence, then, introduce the system in the middle, go back and discuss its roots and development; introduce the next system in the middle, go back.... (Build those skills of asking questions, searching for answers, organizing data, and evaluating hypotheses.)

OBJECTIVES	CONTENT
Following the study of the first three systems recommended in this guide, initiate the study of the objectives listed below.	
6. Having investigated at least three systems* constructed by man and having reviewed the primary values and methods of each, - the student will demonstrate his ability - <u>to identify similarities</u> in multiple descriptions of systems - <u>by grouping</u> together the similar values and methods of all the systems being discussed.	6. Examples of the kinds of similarity groupings the students should be able to identify are listed below: 1. All societies organize systems that will provide the security they seek. (Similar values) 2. Societies borrow methods and values from preceding and concurrent systems. 3. Each system contains values and goals that can be found in other systems. 4. No system is unique.
7. - The student will demonstrate his ability - <u>to formulate a hypothesis</u> from collected data - <u>by stating</u> a hypothesis concerning the similarities that can be identified between the systems being investigated.	
8. - The student will demonstrate his ability - <u>to locate, interpret, and analyze</u> evidence and evaluate a stated hypothesis in light of new evidence - <u>by following these steps</u> during the investigation of each new system of man and restating the hypothesis as a result of this process.	

*If you follow the order of systems listed under strategy 5 of this guide, this sequence should begin, following the investigation of the Laissez-Faire Capitalistic system. This sequence should be repeated after the investigation of each of the remaining systems through contemporary systems.

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objectives 6-8)

When the study of at least three economic-political-social systems have been completed, students' attention should be directed to the consideration of the similarities between each by stating a second hypothesis regarding the mixture of values and methods each system contains. Ask the following questions to arrive at the hypothesis.

1. Where does a system's goals, and methods to accomplish those goals, come from?
2. Is each system unique and distinct from all other systems?
3. When new systems evolve, do people discard all of the old ways from the new?
4. Reviewing the systems we have studied so far, what elements are common to all?
5. From the data we have gathered about the three systems, what hypothesis can we state, and test with respect to the uniqueness, or lack of it, in the values and methods of these systems?

Two hypotheses that represent reasonable examples of what the class should derive are listed below. Key elements are underlined.

1. Based on the study of three systems so far investigated, we can say that: "Each system contains elements (values and methods) of the other systems."
2. "New systems organized by societies are not unique, but are mixtures of elements of other systems organized by societies with the addition of some new ideas."

The hypothesis agreed upon by the students — or several if they cannot agree — should be printed and placed somewhere in the room for easy reference during the investigation of the additional systems.

During the study of the next two or three systems, direct students to test the above hypothesis by following the generally acceptable inquiry method outlined here.

Step One:	Gathering data to test the hypothesis.
Step Two:	Interpreting and analyzing the data relevant to the hypothesis.
Step Three:	Evaluate the hypothesis in light of the additional data gathered.
Step Four:	Restate, modify, or reject the hypothesis.
Step Five:	State the hypothesis as a generalization. (To be done when enough cases have been investigated to remove reasonable doubt about the tentative nature of the hypothesis.)

OVERVIEW: TOPIC III

This topic is divided into four specific strategies. Each is designed to accomplish very specific objectives.

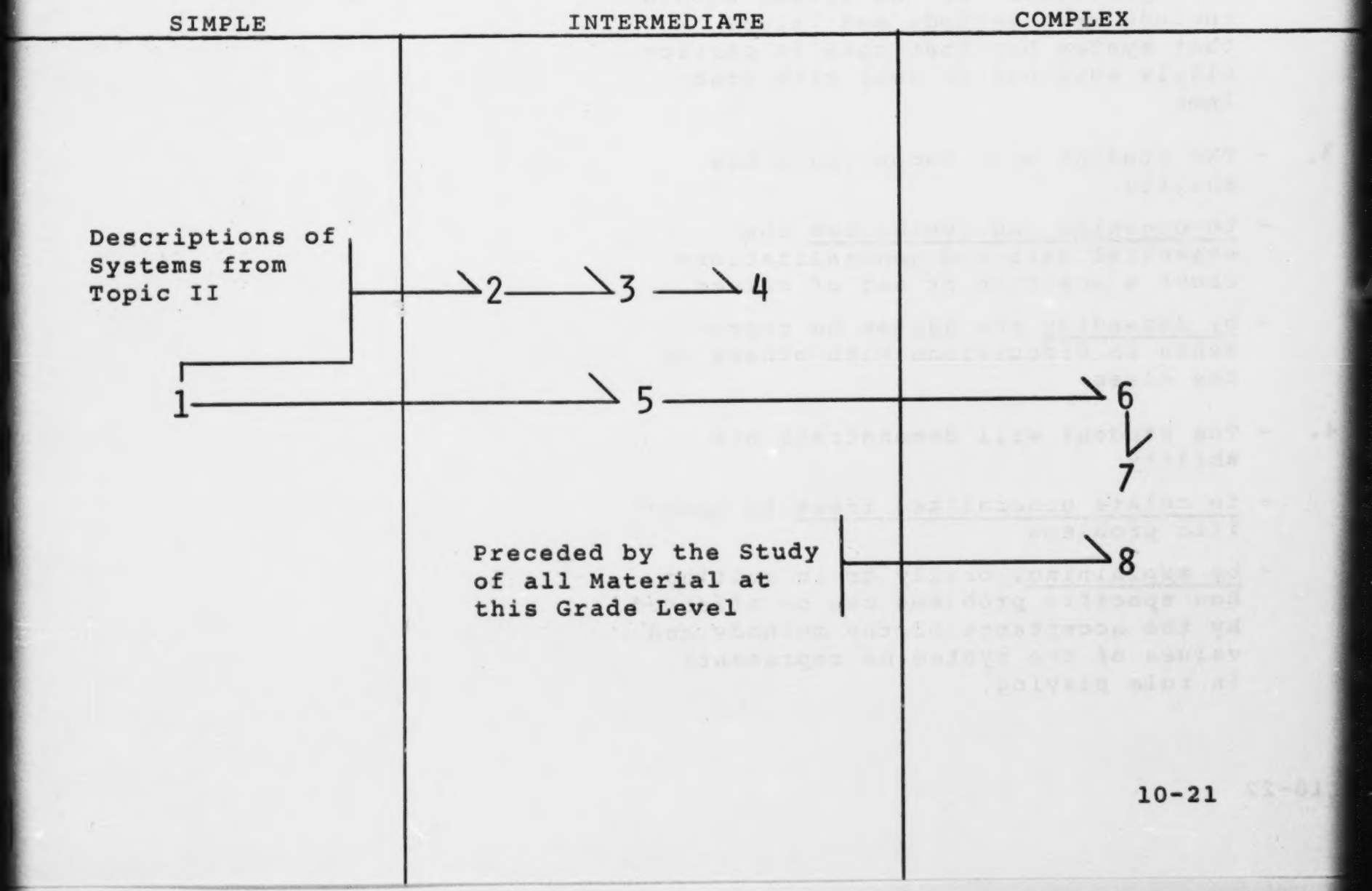
The first strategy is an explanation of what students feel are the most important problems facing our world today and through the next 50 years. This is completely open ended, and it cannot, nor should not, be restricted by a pre-designed list.

Second, having identified these problems, students are asked to apply their knowledge of systems gathered through the year to the problems of our world today and tomorrow. This role playing strategy requires a review of the major characteristics of today's system - thus, review - while, at the same time, applying previously learned skills and knowledge by synthesizing ideas and relating them to problems of the present and future.

Third, students are asked to plan and propose new goals and new methods to accomplish these goals. Students' ability to speculate, formulate, and apply are the crucial objectives here.

Finally, and at the highest level of educational activity, the students are asked to evaluate systems and their ability to accomplish the goals of society, by choosing and defending from questions that pose the universal problem of man - "Which is best?"

OBJECTIVE FLOW CHART



TOPIC III

10TH GRADE

OBJECTIVES

CONTENT

1. - The student will demonstrate his ability

   - to detect trends by speculating about the problems of the world in the future based on evidence in the present

   - by predicting at least 6 problems that will face the world during most of the next fifty years.

2. Given a description of a contemporary system used by man,

   - the student will demonstrate his ability

   - to deal thoughtfully with a set of values or point of view that may be different from his own

   - by role playing a representative of a contemporary system and promoting it as the "best system" to solve the world's problems in the coming years. The "promotion" of the system should include what methods and values that system has that make it particularly suitable to deal with problems.

3. - The student will demonstrate his ability

   - to organize and synthesize the essential data and generalizations about a position or set of values

   - by defending the system he represents in discussions with others in the class.

4. - The student will demonstrate his ability

   - to relate generalized ideas to specific problems

   - by explaining, orally or in writing, how specific problems can be affected by the acceptance of the methods and values of the system he represents in role playing.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objective 1)

Begin by asking students:

1. From your knowledge of current world situations, what world problems do you think concern most people today?
2. What evidence can you cite to support your position that this is a problem most men are concerned with?
3. Using your present knowledge and speculating about the future, what problems now with us, or that will evolve in the near future, will command man's concern through most of the next 50 years? Cite evidence to support your ideas.

B. (Strategy for Objectives 2, 3, and 4)

Create eight groups of students and give each group a description of one of the systems studied in Topic II. Have each group prepare a position report that supports the following incomplete statement: "Our system (whichever system they are representing) provides the best answers to the problems the world will face in the next 50 years, and should be universally adopted because...."

A summary statement, including the methods of that system and how they will solve the problems of the world, should be prepared by the group and presented to the class. Groups should have the opportunity to represent more than one system, but presentation of these should not be given to the class. Additional position papers can be submitted to the teacher for evaluation of the student's ability to apply the skills outlined in the objectives.

OBJECTIVES

CONTENT

5. Having speculated about the problems that will face the world during most of the next fifty years,

   - the student will demonstrate his ability
   - to recognize the relationship between man's problems and goals
   - by restating the previously identified problems as goals to be accomplished by man during the next fifty years.

6. - The student will demonstrate his ability
   - to integrate a number of concepts into a generalized whole
   - by formulating a plan for a system, including its values and methods, that will enable man to accomplish the identified goals during the next fifty years.

7. - The student will demonstrate his ability
   - to use evidence to support an idea or position
   - by presenting, orally or in writing, his plan for a new system and the arguments that support that proposal.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 5, 6, and 7)

Returning to the problems stated in part A of this topic, ask the class to define what the goals of men should be during the next 50 years, if these are the problems we can anticipate. Having stated the goals, have students, by working individually or in groups, propose a plan for a "new system" that they feel will "best" be able to accomplish those goals in the years ahead. Their plan may include elements of present or past systems, and brand new ideas yet untried by man. In all cases, the plan must include the methods or means their "new system" will use to accomplish the goals they have defined.

OBJECTIVES

CONTENT

8. - The student will demonstrate his ability

- <u>to consider and evaluate</u> controversial questions in a defensible manner,

a. <u>by setting of standards</u> or values for each of the following questions.

b. <u>by determining how</u> closely present systems of man meet these standards or values.

c. <u>by presenting his judgments</u> about the following questions based upon the criteria stated in a and b.

1) Which system presently available to man is the best system?

2) Which system can we expect the underdeveloped nations of the world to adopt or adapt?

3) When and under what conditions can we expect the world to adopt a universal system?

INSTRUCTIONAL STRATEGIES

D. (Strategy for Objective 8)

This final objective represents the highest evaluative thinking processes - dealing with controversial questions about which there are great differences of opinion. It is, therefore, crucial that students be given guidance and opportunity to develop skills in this area. Since the questions are totally of a judgment nature ("I have a right to my opinion"), emphasis should be placed on the criteria, or measuring device, students use to analyze and evaluate the evidence they select to support their judgments. Helping the student to recognize a faulty process for reaching a conclusion, is much more important than simply rejecting his conclusion.

Some suggested guidelines to follow when helping students to recognize faulty judgments:

1. Is the best system for one stage of development the best system for another stage?
2. Is there any advantage in diversity of systems?
3. Will demands on the system change, and how will it handle change?
4. Who or what groups does the system serve?

APPENDIX

FOR

GRADE 10

"LOS ANGELES HOBO, HAPPY AND SECURE REFUSES $19,219"

LOS ANGELES, Feb. 12 (AP) —His bed is a pile of newspapers under a bridge, his wardrobe is on his back, and he finds happiness in a bottle of wine.

Will he give this up?

Not for $19,219, says 51-year-old Clint Wescott.

The money is reported to be waiting for him in Burnt Hills, N.Y., which he fled 15 years ago.

A law firm there says it has been trying to find Mr. Wescott since 1961, when a gas station he built with his own hands and later abandoned was foreclosed. The sale realized $15,124. The interest has added more than $4,000.

A reporter for The Los Angeles Times came upon Mr. Wescott two weeks ago. Bulldozers clearing an undeveloped site two blocks from City Hall for new high-rise buildings had forced him out of his home—a broken chair, a mattress and a few large rocks for his guests.

The story, carried nationwide, was read in Burnt Hills by John P. Brown of the law firm. Mr. Brown recognized Mr. Wescott and asked The Times to tell him of the money.

Reporters, after hunting two hours, finally found Mr. Wescott asleep under a bridge.

"It's a shame you had to wake me up and tell me," he said. "I'm not ready. I've got to stay here in the weeds, take more rest. I'm not ready for the responsibility.

"It's nice to lay in the weeds, think and reflect without letting your stomach get boiled up with problems. No, fellows, I can't leave. I'm enjoying life here."

What a time us winos have had the past 10 years I've been living on the hill," he said. "What a time. No worries, except where the next bottle's coming from. No taxes, no rush to work or rush home from work."

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I start this to look back later

1 March 1968

Today I get pink slip with paycheck it say dat Thadeous Kristram Paslowsky is here by notified that as of March 10. 1968 his services are no longer required so ends twenty two years of service no longer required

How to tell Andrea?

5 March 1968

Andrea and me talk it out she thinks we can manage on some parttime work and social paycheck she said we could rent one or two of our room upstairs She again makes me feel like a man I feel a lot better!

5 April 1968

One month now I dont like not work but I find thinks to do When I went to social place filled out many papers Also to Job place there to many cards. I did not like that place

15 April 1968

wife insurance Mary's College bill house payment telefone bill and the gas electric bill all came today boy! dats alot of money going out had another job talk today At Smith and Daryle co. got same answer as before we will let you know Mr. Paslowsky Thank you — thank you thank you must get something!

10 May 1968

finaly we rented a room she seeme to be a nice and well mannered she paid one months rent she is a telefone talker.

We can make mortgage

15 May 1968 made mortgage second letter on MAry's college - young Todd tries to help but I say he needs his money for dates form the high school. He is young man and should go out

22 May 1968 Andrea never ~~forgets~~ my birthday she bought me a small bottle of Shliwavitz Peach My favorite kind card come form Todd and Mary.

25 May 1968 Mary came home today got Job rite away— wonderful!

4 June 1968 Got Job today! At beach club resort as beach master did not know what it is but he told me and offered to me I took!

8 June 1968 good to work even this

I tire to more quiky loose breath Dizzy but it passes must be the sun

15 June 1968 made Mortgage

I have nice tan Andrea comes to beach on Tues. Thurs. Todd Jr is life Guard I got him the job. Third notice on Marys college

21 July 1968 passed out low line with Andrea yesterday at Super market Doctor says bad heart must

have medicen – very very much money

30 July 1968 I Take ½ dose every other time to save I I feel o.k.

1 August 1968 have lost total of 20 pounds Andrea looks at me and cries when she turn away!

15 August 1968 Missed house Payment!

17 August 1968 another renter this time another girl from the telefoma company She does not know Miss Drunk She to paid but only ½ other ½ when she gets paid in two weeks

21 August 1968 sold car today – good deal for 2 years old Paid house mortgage and charges <u>in person</u> I feel good

10 Sept 1968 Mary takes bus to college this day trunk Already gone she has money for almost all year I think 2 out of 3 terms

11 Sept 1968 had job interview – same as befor in Aug. in May in April how do they expect a Man to live?

28 Sept 1968 Andrea brought my book! am in County General Ward G they say I had a stroke on 17 Sept. have no feeling in left leg

10 October 1968 Orders – take it easy – and watch my life fall away my job my car

15 October 1968 Missed house Again

16 October 1968 got Roomer from Smith and Dayk Co. a nice young man but will not stay long – 3 days

17 October 1968 Stay here helpless!!

18 October 1968
Doctor. Hospital and food eats up my social paycheck

and employment money. County will help with the hospital and doctor bills but I pay for drugs - And oxegen.

15 November 1968 feel had can't scrape together enough to pay Sept. house or Oct. house and now Nov. The Bank says if I do not pay on what he calls interest they take my house.

16 November 1968 Andrea and I cut food down still plenty for young Todd - no roomers - it is snowing must find AWAy to get more.

21 November 1968 We can not live like this ½ food.

Today I cash my life Insurance an pay for Sept. and ½ of Oct. on house. I still must pay ½ Oct and all of November and late penalty almost ½ of a month.

18 November 1968 feel much better - but Andrea looks not to good - skinny And Relish - Oh! God! not Andrea. I will whatch her Mary is home for holidays She is wonderful won't let Andrea do anything.

28 November 1968

We had a very small and happy Thanksgiving I was bitter at first but then I saw my family we all had my birthday Shlivertz.

1 December 1968 Mary whent back to College where do I get the money for her no more unsurance can't even die!

TRADITION

Up until very recently, the single most common way of solving the perennial problems of man - the productive and distributive problems - was a system of economic organization known as Tradition. The characteristics of this form of societal organization may seem to be an anachronism in an industrialized society. They include such things as the passing on from father to son the needed skills to insure that essential tasks will be done. Traditional societies construct elaborate taboos to insure that sons will follow in their fathers' footsteps. In some societies it would be sacrilegious if a son did not follow in his fathers footsteps and become a carpenter.

It was only after the 1400's that western man chose to change his organization. Until that time, birth generally determined one's role and station in life. One of the more important sidelights of this traditional organizational structure is that its solution to the production problem is static. Little change is expected or desired.

The distribution of the total output may appear to be cruel, clever, or crude, but it does answer the problem. Women, for instance, traditionally get the smallest portion of the product. We find that, today, traditional solutions persist in agrarian societies. It must be said that the concept of unthinking acceptance of the past does offer some comfort in the face of a cruel fate. Our own society, today, still has some of this tradition in it. Consider, for example, wage discrimination between men and women; seniority in the United States Congress; your allowance; gratuities to service people.

COMMAND

A second system of economic organization is that of Command. It is equally as old as the Tradition system and not incompatible with it. An analogy which you may find useful to understand Command is the Supreme Leader concept. The Command system answers the twin economic problems of production and distribution, (but in a different way), by the use of subtle or abusive authority in both democratic and totalitarian political organizations. Examples are the tax in a democracy which takes away part of your income for a specific ordered purpose, and the central decisions about the direction of the economy in a totalitarian state. Thus, it is a form of societal organization based not on reverence for past ways, but on orders from above - the Leader. Another of its distinguishing characteristics is that it most often appears where there is a totalitarian form of political organization.

We find it in Ancient Egypt, Rome and Classical China, but we also find it quite prominent today, in both democracies such as the U.S.A., and totalitarian states such as U.S.S.R., China, Spain. An example of its use in a democracy has been stated. Here is another — the use of Martial Law in time of war or natural disaster. It may limit what one can consume. It commandeers property or vehicles, and drafts people into service (military or civil). In totalitarian states, one has only to look at Communist China or the U.S.S.R. to see the proof of what Command can do. In short, Command sets specific goals and allocates to them specific priorities. Then, it uses subtle or crude authority to implement those goals. It could be said that Command can be the great accelerator of social and economic progress. And it is of vital importance to note that no modern society is without elements of Command.

DEMAND OR MARKET

This system of economic organization is the most difficult to document because, unlike Tradition or Command, the Market does not have a structure or orientation that is easily grasped. It is almost invisible in its structure. There is no Supreme Leader, no taboos, or set of customs, to be passed on from one generation to another. The Market is a bundle of ideas that solve the economic problems of production and distribution, not by ordering things to be done; not by passing things on from generation to generation. It gets the needed things done by choice or by demand. That is, there is a good chance for these things to be in great demand. Therefore, the rewards for doing them will be great.

By great demand, we mean that people or society as a whole may need or desire certain things. It is this apparent need or desire that makes men do them for a price. The more something is demanded, the higher the price, but only if nobody else is doing the same thing. If many people are trying to meet the demand for a certain needed thing, the price of that thing may not be as high as some other less needed thing that few people may be doing. Thus, the Market system boils down to forces of self-interest that encourage people to perform tasks, that the society wants done for a price - not by Command or Tradition.

FEUDALISM

(The following is a description of Feudalism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Feudalism is a form of societal organization based on the principle of self-sufficiency. This system of organization comes as a direct descendant of the Romans. It was the need for protection that enveloped Western mankind, after the fall of the Roman Empire; and the need to have stable conditions in which to carry on the daily tasks of eking out a living. With the rise of the Roman Catholic Church, Feudalism took on another important characteristic, equally as important as protection and self-sufficiency,-that of "other-worldliness." The influence this value had was to significantly affect life and action in feudal times; -1) by almost erasing incentive; -2) by creating a sense of "just price;" -3) by restricting mobility and desire to change, and 4) encouraging skill transfers from father to son. Feudalism also advanced some secondarily important ideas. Land became the basis of wealth and rural self-sufficiency almost completely replaced urban interdependence. Feudalism also nurtured a ranked, classed society with each person on his own level, the nobility.

Feudal systems across Europe varied greatly in the implementation of their goals. Many kingdoms or principalities followed laws or edicts, imposed by monarchs, to keep the serf on the land and a part of it, owning nothing. Many or most practiced passing of land and titles to first-born sons. No money was exchanged in early times. Services were exchanged to meet obligations of protection and fealty.

The Church laid down Christian principles for business dealings between people (freemen); - no usry, no gouging, no theft, a just price, avoid avariciousness and greed. Rather, "Store up treasures in Heaven." "Do unto others as you would they do unto you," was the yardstick of conduct.

MERCANTILISM

(The following is a description of Mercantilism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III)

Mercantilism is a societal form of organization based on the twin pillars of self-sufficiency and accumulation of wealth at someone's else expense. This system of organization traces its origins to the rebirth of trade, cities and money, which may be said to have arisen out of the Crusades, and the impact they had on Western Europe in the late 13th Century. The Crusades whetted the appetite of Westerners for products, spices, and luxuries of the East, triggering a chain of events that lead to Mercantilism.

Basically, Mercantilism maintains that for a country to get wealthy, which was its primary goal, it must sell more items to other countries than it purchases from them. The balance of trade maintained by the mercantilist country would have to be paid for in gold by the other nation, thus, making the seller wealthier. This system would, therefore, encourage trade, and the creation of a surplus production of goods the home country could export. This goal led to the further division of labor for efficiency. It also fostered another and more important emphasis - "this-worldliness" as opposed to the "other-worldliness" of Feudalism. The movement away from storing up "Treasure in Heaven" to storing up "Treasure on Earth" for the here and now has had catacylsmic consequences. Stored up treasure, here and now, permits one to exercise power and gain influence. Since land no longer represented the only measure of wealth, this system also gave rise to a new middle class of traders, merchants, shopkeepers, and townspeople---not serfs, not nobles.

Mercantilism encouraged laws that protected the home country's small industries by imposing tariff; protected property; required shipment of goods from and to the home country in ships of the home country. It encouraged saving and making a profit. Gone was the just price. Mercantilism also encouraged monopolies.

An interesting development, that also aided Mercantilism, was one that the mercantilist later reinforced by law. It was the "new" church (Protestantism). It encouraged hard work, sobriety, thrift, and the will to socially better oneself. It has often been called the "Protestant Ethic."

LAISSEZ-FAIRE CAPITALISM

(The following is a description of Laissez-faire Capitalism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Laissez-faire Capitalism is a form of societal organization that seeks to improve on or expand the mercantilist goal of accumulation. Unlike Mercantilism, this system encourages a passive, if not inactive, roll for government. It also encourages the development of further division of labor and consolidation into factories systems. This system prizes and seeks growth of production of goods through private accumulation of capital, investment of capital, mobility of resources, and specialization of labor. It urges protection of private property, and the free unhindered marketplace for the exchange of goods and services. One of the keys to understanding this system is to understand the drive for efficiency in production. It is almost a totally consuming goal. The fetish for protection by government against imported products (tariffs) now turns to the fetish for total market freedom (free choice).

The system implements its priorities in a variety of ways; - by influencing the fundamental articles of incorporation, as in the United States Constitution; the protection of property; the sacredness of contract; the promotion of stability. All to minimize risk. Another way to implement its programs is to keep government activities at a minimum, except for national defense. Laws are designed to allow for free choice in allocation of resources.

Laws, that would punish people for not fulfilling a contractual obligation, insure that contracts will be fulfilled. A good example of this is debtor's prison.

SOCIALISM

(The following is a description of Socialism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Socialism is a form of societal organization based on the reform and overthrow of Laissez-faire Capitalism replacing the emphasis on the individual with a communal orientation based on equality and social justice for all. Socialism is a reaction to what many believe to be the total disregard for the individual by Laissez-faire Capitalism. Mercantilism helped society to cut away from the community concept and orientation of Feudalism, but it seemed to doom society to self-interest, profit, and accumulation of wealth at what might be another's expense. Socialism is a reaction to this development. Its goals are designed to: protect man from the dehumanizing affects of self-seeking businesses, own and/or control most of the major means of production, and provide the benefits of the "good life" to the masses of mankind. The socialist philosophies range from the Utopians, who view the change through acceptance by man because it is "good," and ought to be, to the scientific socialists like Marx and Engles, who urged the workers (proletariat) to recognize that they were being exploited and to rise up and crush the oppressive capitalistic system.

Western Socialism (socialist tradition of Western Europe) has evolved non-violently through the various political systems. Socialism has pursued its aims by a series of methods; by marches, investigations, books, and by getting socialists elected to parliaments. Laws enacted by socialist governments are designed to: abolish child labor, provide medical care for all, provide safety and security to the labor class, prevent exploitation of the worker, and own most of the means of production (transportation, mining, heavy industry, communication). Perhaps the best way to explain socialist goals and their means is to say that they seek to "eliminate social injustice." Although this system is different, it still, as the others, must address itself to the questions of what to produce, how to produce it, and for whom.

MIXED-ENTERPRISE CAPITALISM

(The following is a description of Mixed-Enterprise Capitalism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Mixed-Enterprise Capitalism is quite simply what the title implies — the mixture of private ownership and government control over some enterprises. It must also be noted that the government takes a good deal of responsibility for the economic state or well-being of the nation. The significant characteristics to notice in this system are that the market is used to allocate the nation's resources. That is, they go to those enterprises that can, and are willing, to pay a higher price for their use. While the government assumes considerable responsibility for the economic well-being of the nation, notice that it does not guarantee success or wealth to the masses of people. It assumes that if the nation is well off, so are its people. Therefore, it could be said to believe in, "What is good for the country is good for the people." The way it implements this value is to adopt policies that would aid the economic growth of the nation; e.g. postal systems, regional power developments, nationwide distribution of the newest scientific methods. It encourages legislation that will not hinder or impede the market in the allocation of resources.

This system, as others, has a set of political goals which it follows that helps to determine its structure. One of these politico-economic goals is not to own all the means of production, but to promote an atmosphere in which they may function. Notice that this system is not concerned about how production affects people's conditions.

FASCISM

(The following is a description of Fascism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Fascism, like Communism, is a politico-economic system of organization which glorifies the state. Its values, the really important ones, may be outside of economics. However, it does have a definite economic pattern. The system permits private ownership of the major and minor means of production, but it exercises a great degree of central planning to insure the implementation of its other, perhaps non-economic goals.

Fascism is a political dictatorship in which several techniques are employed to further its goals. It rallies the people to a cause, or a reaction against another cause. Then, with the co-operation of the business community, it proceeds to allocate resources and plan for the implementation of its program. The techniques Fascism uses are simple: propaganda, intense patriotism, and reverence for the leader (Il Duce, Der Fürher, El Caudillo). Scapegoating is a technique of propaganda most frequently used. Fascism gives the appearance that it is in a life-death struggle with some outside force and that it is the underdog. A people's pride is stirred to the point where it can be used as the reason for doing things—anything.

The primary goal of Fascism is to exercise a great degree of central planning over the economy, within the framework of private ownership, to form a Corporate State.

COMMUNISM

(The following is a description of Communism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Communism described here is the form which is practiced under its name. It is not the ideal form outlined and proposed by Marx and Engles. The aim of Communism is to hold collectively (government as a proxy for the masses of people) all of the means of production - land, light and heavy industry, resources, transportation, and communication. The system and its advocates insist on total central planning of the production, distribution and allocation processes, permitting no market forces to act (free choice). This relatively simple, but vitally important concept is applied to <u>all</u> areas of economic activity, from farming to steel-making. The advocates of this form of economic organization maintain that it is the only way to end exploitation of the masses of people and insure economic growth, which they prize highly, and to bring to fulfillment the dream of the "good life" for the masses.

Men of this persuasion seek to implement their values by force if necessary, by subversion if convenient. They seek to eliminate private ownership - the individual-centered concept. They seek distribution of income on the basis of need - not incentive or inheritance. They advocate that any means are permissible to accomplish their goals, because it is to further the cause of the masses. The process for allocating resources is done by central planning for the long run, regardless of the cost. In contrast, capitalism allocates resources by market forces, interest rates, demand for that goods or service.

The Communist system has very definite political goals which are interrelated and cannot be separated from the economic ones. A good mental exercise to perform to validate this statement is to imagine this system under a constitutional-monarchy form of government or a democratic-republic form. If this Communist system were to be implemented within a political framework of a constitutional-monarchy or a democratic-republic, would the political system have to be changed so it could accommodate the Communist system of economics?

WELFARE-STATE CAPITALISM

(The following is a description of Welfare-State Capitalism to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

Welfare-State Capitalism is another form of that ubiquitous system we have discussed in several forms. This variation is characterized by many social welfare programs, which are the result of the rejection of the hypothesis "What is good for the country is good for the people." This system guarantees to the people a minimum standard of living. It also finds it permissible for the government to intervene in the economy and make decisions that will affect both the well-being of the individuals and the nation. The implementation of these values and ideas is done in the form of legislation; to guarantee minimum wage, to provide for medical and health care, to provide retraining and projects for employment. The government acts as a regulator of the motor, as it were, of the economy. The allocating of resources is done by a combination of market forces and government command.

This system also seeks to stand between the forces of production and the masses of people, and to ameliorate the impact the productive forces have on the people.

A MATURE GROWING COMMUNIST ECONOMY (CCCP)

(The following is a description of A Mature Growing Communist Economy (CCCP) to be used as a handout with Topic II and objectives 2, 3, and 4 in Topic III.)

The Union of Soviet Socialist Republics is its name and Communism is its game. The Soviet economy uses many of the institutions that we know in the West, such as prices, wages, taxes, and salaries. However, the methods it uses have never before been applied to a national modernization process.

The Communist nation has to decide on its goals and how to organize itself to pursue those goals. The Soviet economy is a Command economy. The government controls the use of resources through direct central planning orders, as opposed to the market price. It establishes basic economic goals and directs the production process for the whole nation. The Communist government uses a mixture of direct orders and price mechanism to help solve allocation problems, just as many non-communist nations do. The subtle distinction lies in the planned economic goals determined by centralized authority, instead of decentralized consumers.

The Soviet enterprise is not unlike a subsidiary company in a big American corporation: Chevrolet Division of General Motors. The subsidiary is expected to make a profit which is taken by the parent company and expansion capital, in turn, comes from the central budget of the parent company. In this analogy, the State would be General Motors and the factory would be the Chevrolet Division. It must be noted that a high priority item would be liberally subsidized, very similar to the United States government subsidy to its high priority goals, such as space exploration.

The agrarian sector is divided into two major sectors; peasant co-operatives which till 52% of the sown area; another 45% of the total crop land is in the hands of State co-operatives, which hire peasants for wages. In the distribution of the production, the peasant co-operatives must sell the major portion of their production to the States. The remainder, plus some of the cash from the sales, is portioned out, according to the number of workdays put in during the year by the co-operative members. The remaining 3% of agricultural

GENERAL OVERVIEW: GRADE 11

The study for Grade 11 - American Studies - deals with a "problems approach" to American History. Broad topics covering people, government, economics, world affairs, and American civilization are recommended for study by the State Education Department.

The focal point of the material that follows is on the economic life of America. Dividing the study into three topics, this guide recommends viewing content as the vehicle for exploring certain important ideas in America's economic past, present, and future. The specific forces selected for study are secondary to the skills students are expected to develop for looking at those and other forces.

The study of American Economic History is the study of clashes of values of groups holding or seeking power at any particular time. The product of these clashes has been a series of changes in the structure and direction of the system that eventually evolved into what we know today as the American Economic System. That is the premise of this material.

America is in a constant state of becoming. The gap that exists between our ideals and accomplishments is not a sign of weakness, but a measure of our vitality and our belief in the possibilities for growth and improvement. If the gap is sometimes large, it is because we have encouraged the most diverse elements of mankind to come and participate in a massive experiment. The very nature and background of our people guarantees a clash of values and the inevitability of change. This experiment, this striving for ideals, is what we are all about.

Our students need to recognize that because of the very nature of our society, we must learn to manage change and plan for change. That has been the dialogue of our past and the promise of our future.

Each individual topic of this guide begins with two elements the teacher should explore carefully. First, is a specific overview of the topic that follows. In these introductions, the authors have focused on the specific content and skills around which class planning should evolve. The second element is a flow chart of objectives for the topic that follows. A detailed description of the purpose and use of these charts can be found in the introductory pages of this guide. If you have not already read that description, please refer to it before you begin implementing any topics at this grade level.

Ah, but a man's reach should exceed his grasp. Or what's a heaven for?

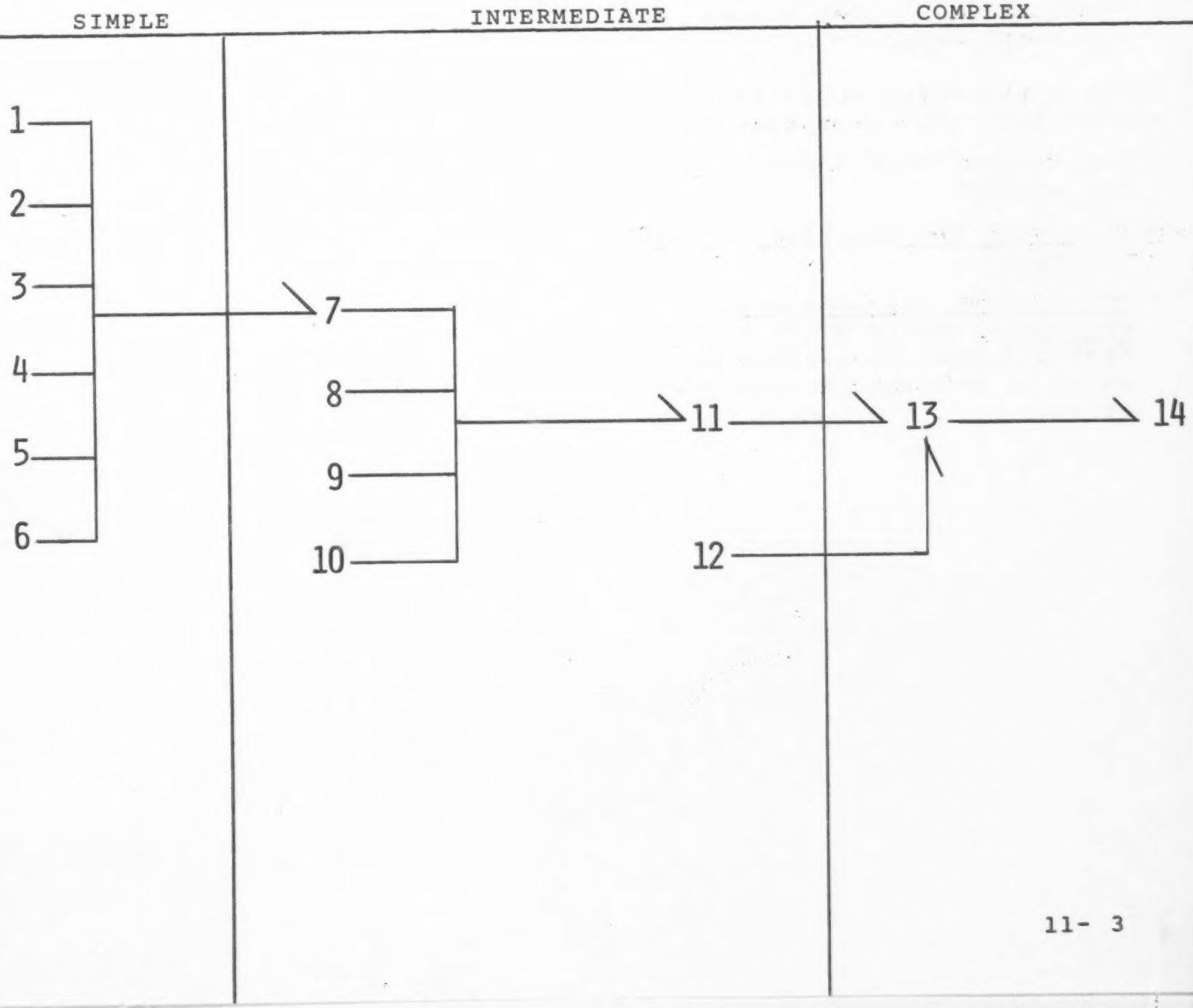
Robert Browning

OVERVIEW: TOPIC I

The study of American Economic Life is introduced through an exploration of three events. These events have occurred at different times and places in history and are presented so that students can explore the ideas and forces of change. The third event, the Declaration of Independence, is presented with an opposing argument. Students will use it as a vehicle, to explore the impact of a new idea and the ways in which this idea clashed with the dominant values of the period, to bring about change in our system.

Parts D and E of this topic are crucial to the development of Topics II and III. In these parts, the students are expected to explore and develop a model for inquiring into the major economic forces in our history, that have encouraged changes in our economic life. All objectives and instructional strategies lead to Objective 14 - "proposing a series of questions that could be used to recognize, analyze, and evaluate historical plans for their ideas, tactics, constituents, and significance." Emphasis must be placed on these skills so that students will have a process or model through which they can deal with the endless "details of history."

OBJECTIVE FLOW CHART



TOPIC I

11TH GRADE

OBJECTIVES

1. Given a case study of persons or groups,
   - the student will demonstrate his ability
   - to abstract ideas from descriptive material
   - by presenting, orally or in writing, specific information explicitly stated in the material, that answers questions dealing with locating, identifying, or describing.

2. Given a case study of persons or groups,
   - the student will demonstrate his ability
   - to identify causes of an event described in the study
   - by listing, orally or in writing, at least four causes of the event described.

3. Given a statement about the events described in a case study,
   - the student will demonstrate his ability
   - to assess the accuracy of that statement
   - by locating and presenting evidence, orally or in writing, from the case study that supports or refutes the statement given.

CONTENT

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1-7)

Hand out case study 1 from Grade eleven Appendix. After the students have read it silently, ask:

1. What happened to Mr. Harrow's business? (It went bankrupt - it closed)
2. How did Mr. Harrow attempt to halt or prevent his slide to bankruptcy?
3. What events of the times encouraged the slide of Mr. Harrow's business to bankruptcy? What were the most obvious causes?
4. Is it an accurate statement to say that Mr. Harrow was a victim of change? (Change in transportation, community, business costs, labor-management relations). What evidence can you cite from the study that supports your position?

OBJECTIVES	CONTENT
4. Given a case study of persons or groups, - the student will demonstrate his ability - <u>to summarize explicit material</u> - <u>by stating</u> in his own words how an event in the study affects the persons or groups described.	
5. Given a case study of persons or groups, - the student will demonstrate his ability - <u>to recognize explicit and implicit ideas</u> - <u>by listing</u> values, stated or implied, from the case study that acted to encourage and resist change.	
6. Given a case study of persons or groups, - the student will demonstrate his ability - <u>to predict the consequences</u> that changes in one variable will have on another variable - <u>by describing</u> long-range changes he foresees as a result of the immediate introduction of electricity into a nonelectrified village.	
7. Having investigated at least two case studies of persons or groups undergoing change, - the student will demonstrate his ability - <u>to detect similarities and differences</u> between the studies - <u>by listing specific evidence</u> from each study that demonstrates how each is alike and different.	

INSTRUCTIONAL STRATEGIES

B. (Strategy for Objectives 1-7)

Hand out case study 2 from Appendix. After the students have read it silently, ask:

1. How would you describe the impact that electricity is having on Krishna Chandra and his village?
2. What seems to be Mr. Chandra's reaction to the coming of electricity? Specifically, what things are Krishna and his fellow villagers most pleased about?
3. How will these things effect the lives of the villagers?
4. What values, stated or implied, have acted to resist the process of change in this and other villages of India?
5. What values, stated or implied. have acted to encourage the process of change?
6. What changes could we predict will result from the changes described here; e.g. how will T.V. multiply the change process in other aspects of villager's lives?
7. How is the change described here similar and/or different, from the change described in the first case study?

Some suggested comparisons:

	1	2
(Different)	victim	beneficiary
(Different)	hurt conditions (Mr. Harrows)	improved conditions
(Similar)	Both had to overcome factors that	resisted change.
(Different)	"natural"	planned

OBJECTIVES CONTENT

8. - The student will demonstrate his ability

   - to deal thoughtfully with cognitive questions that seek independent, divergent thinking based upon personal experiences,

     a. by defining terms in his own words.

     b. by presenting ideas and citing examples from personal knowledge that supports those ideas.

     c. by assessing the reasonableness of an idea, taking a position about the idea and citing evidence from personal experiences.

     d. by speculating about reasons for a conflict of groups and explaining causes in his own words.

     e. by defining the limits (extremes) of a hypothetical event and defending his definition in his own words.

9. Given a plan* from history,

   - the student will demonstrate his ability

   - to locate specific information or ideas

   - by listing, orally or in writing, explicit ideas from the plan, when asked to do so by the instructor.

10. Given a plan from history,

   - the student will demonstrate his ability

   - to detect relationships between stated ideas and the implied values from which they originate

   - by suggesting underlying values for each stated idea in the plan and citing evidence from the plan or other sources concerned with the same time period that supports the position taken.

*The word "plan" is used here to denote a variety of legislative proposals, laws, historical events, movements, interest groups, or forces that acted to affect the flow of American history.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objective 8)

1. What is change?
2. Where does change come from?
3. What is the relationship between values and change?
4. How do values people hold tend to resist change?
5. How do values people hold tend to encourage change?
6. Is it fair to say that variations in values held by different groups who come in contact with each other, cause a clash of the group's ideas that result in change? Explain and give examples.
7. As we look at society, new ideas (e.g. guaranteed annual wage, national health insurance, United Nations, the automobile, integration, the railroad) seem to constantly arouse mixed feelings among various groups throughout the nation. Why do some people support new ideas and some people oppose them?
8. What are the tactics or methods used to implement change? The extremes — completely peaceful or totally violent.
9. When we observe the clash of values and the tactics for implementing change, what are the extremes we can expect to result from the impact?

Amount of change resulting from clash

No Change from present _____ Complete Change to new values

D. (Strategy for Objectives 9-13)

Hand out Declaration of Independence - Appendix case study 2.

1. Here is an idea that aroused a great many feelings for and against it. What new ideas were proposed here? (Students should make reference to the Colonial System under the British at that time.) What values did these new ideas imply?
2. Who opposed and who supported the Declaration of Independence?
3. According to the document, what values were encouraging the promotion of change?
4. According to the document, what values were acting to resist change?
5. If we draw a continuum thus:

No Change _____ Complete Change

Where would the Declaration of Independence fall with respect to the amount (quantity) of change it was proposing in relation to the system it was challenging?

6. In the document, is there a proposed plan to implement these changes (tactics)? (Yes - Independence, set up own government.)

OBJECTIVES

CONTENT

11. Given a plan from history and having analyzed it for ideas, underlying values, and proposed tactics of implementation,

- the student will demonstrate his ability
- to draw conclusions about the plan
- by stating the amount of change being proposed.
- by describing the degree of violence or non-violence of the tactics to be used to implement the change.
- by ranking the impact consequence the proposed changes will have on other institutions on a continuum from 0%-100% change and citing evidence to support that conclusion.

12. Presented with names of people who lived at the time of the plan under investigation,

- the student will demonstrate his ability
- to recognize how people's values affect their reaction to a plan
- by predicting the reactions of historical figures to the plan, ranking them along a quality continuum that ranges from "bad plan" to "excellent plan," and citing evidence from the lives of these people that supports the predictions.

13. Having investigated, in a variety of sources, a plan promoted at some time in American History,

- the student will demonstrate his ability
- to draw conclusions about the impact on the times of that plan
- by ranking it on a continuum from 0%-100% change and cite evidence to support that conclusion.

INSTRUCTIONAL STRATEGIES

D. (Cont.) 7. On another continuum, considering the tactics to be employed or method to implement the change, where does the Declaration of Independence fall?

peaceful methods _____ violent methods

8. According to the Declaration of Independence, how much (to what degree) effect would the implementation of this proposal have on the other institutions in the system?

No effect _____ Complete change

9. How would the following people, alive at the time of the Declaration of Independence, have ranked the quality of the ideas in the document? Explain your position on each. Tories, British citizens, American colonial manufacturers, Emperors of France, Spain, Prussia, and Russia, trappers on the Finger Lakes, tobacco growers, Chief Pontiac, and slaves.

Quality of the proposed changes

Bad———————————————Excellent

(Note: If, in the judgment of the teacher, the students need to explore additional examples of change, some suggestions would be: Magna Carta, Luther's 95 theses, Bill of Rights-1689, Declaration of the Rights of Man, or any presidential inaugural address.)

10. In <u>summary</u>, considering all the spectra above, how would the change that actually took place as a result of the Declaration of Independence rank, if it were to be placed on the following "Impact Scale?"

0% Change———————————————100% Change

OBJECTIVES	CONTENT
14. Having dealt with a variety of ideas, and methods for investigating these ideas, in proposed plans in history, - the student will demonstrate his ability - to integrate a number of inquiry skills into a generalized model - by proposing a series of questions that could be used to recognize, analyze, and evaluate historical plans for their ideas, tactics, constituents, and significance.	

INSTRUCTIONAL STRATEGIES

E. (Strategy for Objective 14)

In order to recognize, analyze, and evaluate the major changes in the economic history of America, what questions should we ask about any event, force, or plan?
Some suggested questions are:

1. Summarize the significant new ideas promoted by the plan.
2. Who were the groups that supported and resisted the proposal? What tactics were used to promote and resist the change? What specific changes occurred as a result of the clash? What did the new system look like?
3. What were the values of the group in power at the time?
4. What were the values of the promoters of the change?
5. How would the change that actually took place, as a result of the plan, rate if it were to be placed on the following "Impact Scale?"

No Change _____ Complete Change

Consider immediate results separately from long-range results.

OVERVIEW: TOPIC II

This topic represents the heart of the content students will be exploring during the unit on "American Economic Life" and a reinforcement and expansion of skills of inquiry introduced in Topic I.

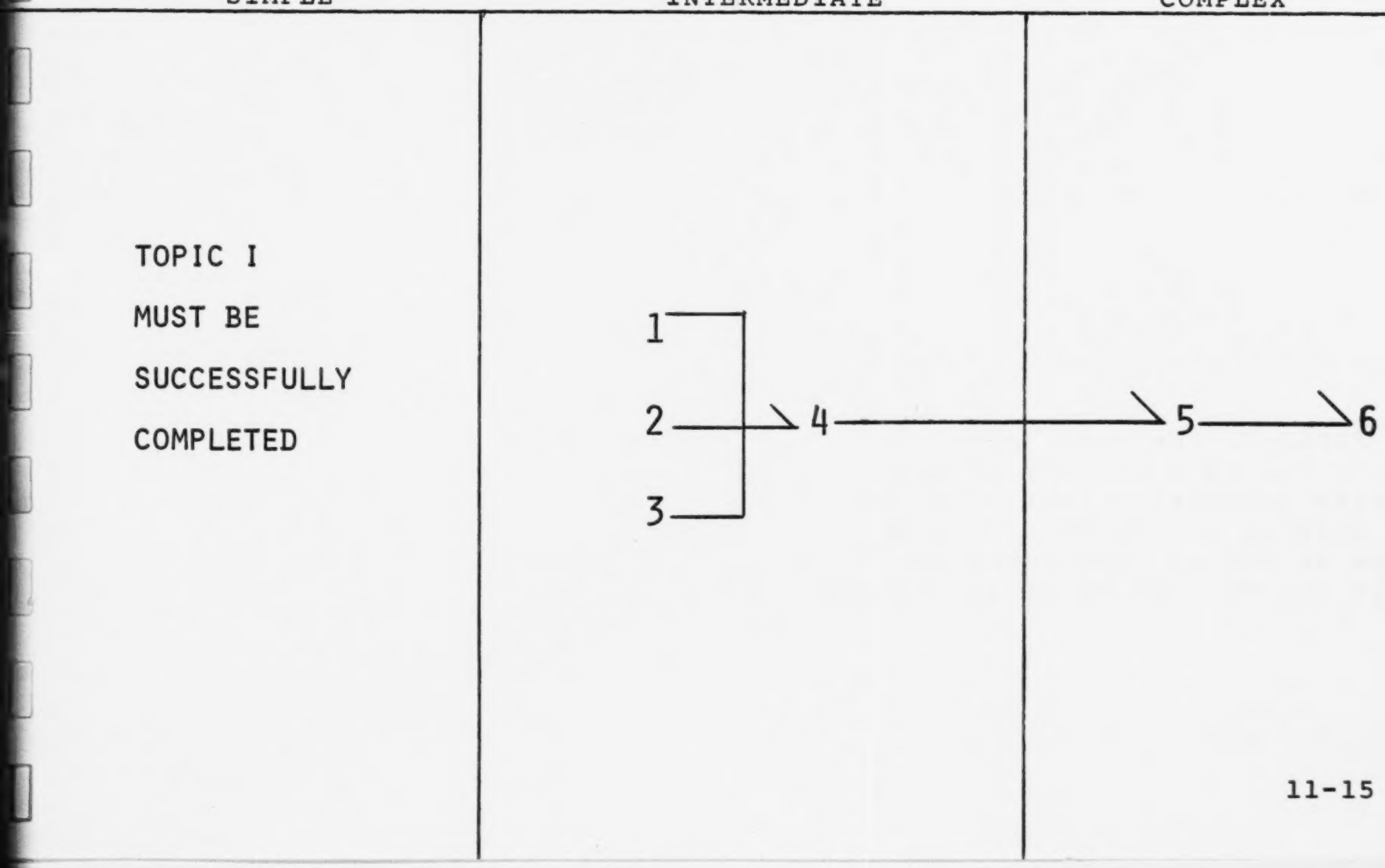
It is designed in such a way that students will locate and use "facts" about a wide spectrum of economic forces and ideas that have acted to shape the economic system and values of the United States and its people. The history of the United States has been divided into seven time periods. Suggestions of economic forces and ideas to be investigated by the students in each time period are listed in Appendix B at the end of this grade level. During the exploration of these forces and ideas, the emphasis should be placed on these two ideas:

1. The study of the United States history is the study of the clashes of values of various groups holding or seeking power <u>at the time</u>.

2. America is in a constant state of becoming.

During Topic I, a model was developed by students that they judged would guide their inquiry into the economic forces of United States history. The use of this model — and its adaptation, when necessary, is to be promoted continuously in this topic. The skills of locating masses of "facts" from a variety of sources; summarizing, categorizing, ranking, and applying that material, is the essence of this topic. Evaluation of student's work during this topic should concentrate on their ability to perform these skills, rather than the regurgitation of masses of "facts."

OBJECTIVE FLOW CHART



OBJECTIVES	CONTENT
1. - The student will demonstrate his ability - <u>to summarize</u> the significant ideas of a plan* - <u>by listing</u> these, orally or in writing, from information given by the teacher or gathered by the student.	
2. - The student will demonstrate his ability - <u>to locate specific information</u> about events - <u>by identifying</u>, orally or in writing, the following items about a plan being investigated: a. The groups supporting and resisting the plan. b. The tactics used by the supporting and resisting groups to promote their position or the plan. c. The specific changes that actually took place as a result of the plan.	

*As in Topic I, the word "plan" is used to denote a variety of legislative proposals, laws, historical events, movements, interest groups or forces that acted to affect the flow of American history.

INSTRUCTIONAL STRATEGIES

A. (Strategies for all Objectives in this topic)

As stated in the overview of this topic, the model inquiry questions proposed and refined by students at the end of Topic I are to be used here, as the strategy for investigating the major economic forces and ideas in the history of the United States. The efficiency that students will develop, in performing the skills outlined in the objectives, is directly proportioned to the number of times they are asked to apply their model to the investigation of historic events. Topic I has already demonstrated the use of one model, through the investigation of the Declaration of Independence.

During the early work in this topic specifically guide students to use their models by asking such questions as:

1. What are the new ideas promoted in this plan?
2. What groups were supporting and resisting the plan?
3. What were the values of the group in power at the time? (In these investigations, consider carefully the phrase "group in power." We have endless examples of Republican Presidents with Democratic Congresses, and control exercised by people not designated "official leader." e.g. Congressional defeat of the League of Nations.)
4. What were the values of the promoters of the plan? (This question may need to be adapted or eliminated when considering plans that are proposed by people already in power. e.g. Patroon System, corporate development, an inaugural address, or a president's State of the Economy Speech.
5. What were the tactics used to promote and resist the plan?
6. What specific changes occurred as a result of the clash of the group's values over the plan?
7. How would the change that actually took place, as a result of the plan, rate on an "impact scale" as follows:

Impact Scale

No Change _____ Complete Change

8. Does the immediate impact differ from the long-range impact? How?

OBJECTIVES	CONTENT
3. - The student will demonstrate his ability - <u>to identify values</u> that influence a group's position or attitude toward a plan - <u>by listing</u> evidence next to each significant idea of the plan that explicitly or implicitly demonstrates the underlying value.	
4. - The student will demonstrate his ability - <u>to categorize material</u> into similar sets - <u>by grouping</u> together the values that supporting and resisting groups held, with respect to a specific plan being investigated.	

INSTRUCTIONAL STRATEGIES

B. As exploration of additional plans takes place, reduce the quantity of questions used to guide student investigation and give more generalized instructions such as:

   1. Apply the model you have developed to the new plan under investigation.
   2. "For Wednesday, be prepared to discuss your findings and conclusions about the Populist Movement."
      This will be one of the best evaluation devices for determining a student's ability to apply appropriate skills to new situations with only a minimum of direction from the instructor.

C. In Appendix B, at the end of this grade level, you will find suggested plans for study of economic forces in United States history. They are divided into time periods; primarily, for easy reference. Two cautions should be mentioned by the authors:

   1. Our lists of plans are only "suggested" and remain tentative. Since there is an endless list that could be "covered," why not permit the student to select the great majority of plans he wishes to investigate?
   2. The designated time periods are not meant to restrict explorations in any way. When investigating plans and clashes of values, permit and encourage students to pursue it as far as possible.

The second part of Appendix B includes "sample" plans that may be handed out to students. It is expected that the teacher will use these as guides to construct additional handouts.

OBJECTIVES	CONTENT
5. Having investigated in a variety of sources a plan promoted at some time in American History, - the student will demonstrate his ability - to draw conclusions about the impact on the times of that plan - by ranking it on a continuum from 0%-100% change and cite evidence to support that conclusion.	
6. Having proposed a series of questions that could be used as an inquiry model to investigate plans promoted at various times in American history, - the student will demonstrate his ability - to apply that inquiry model to a specific plan - by presenting, orally or in writing, answers defended with supporting evidence to the questions that make up his model.	

INSTRUCTIONAL STRATEGIES

D. It is absolutely necessary that a variety of source materials be available to students, if this inquiry model is to work effectively. The more varied the source of "facts," the more clearly students will recognize the "clashes of values," that have been such an integral part of our history. As a minimum, students should have available:

1. Several books of readings on the United States history.
2. Several collections of documents in United States history.
3. Reading books that deal in depth with specific events.
4. Books of case studies such as the "Harvard Social Studies Project" published by American Education Publications.
5. If you must use "textbooks," how about several?

The best message students could get from this study is that one book and one teacher don't have all the answers — even when combined!

E. Finally, the specific activities to be used in this topic have not been listed by the authors. The standard variety of reports, discussions, debates, and role playing will still be part of the daily activity. However, the authors would like to encourage two ideas.

First, avoid the "lock step" timetable for inquiry, as much as possible. When students are permitted to develop their own inquiry model and apply it, it is not reasonable to expect all 35 of them will be finished inquiring in, "...the next 40 minutes," or, "For tomorrow...."

Second, vary the introductory strategies as you explore each new plan. Find a variety of ways to whet students' appetites for the inquiry, so they can see a challenge in pursuing the exploration.

OVERVIEW: TOPIC III

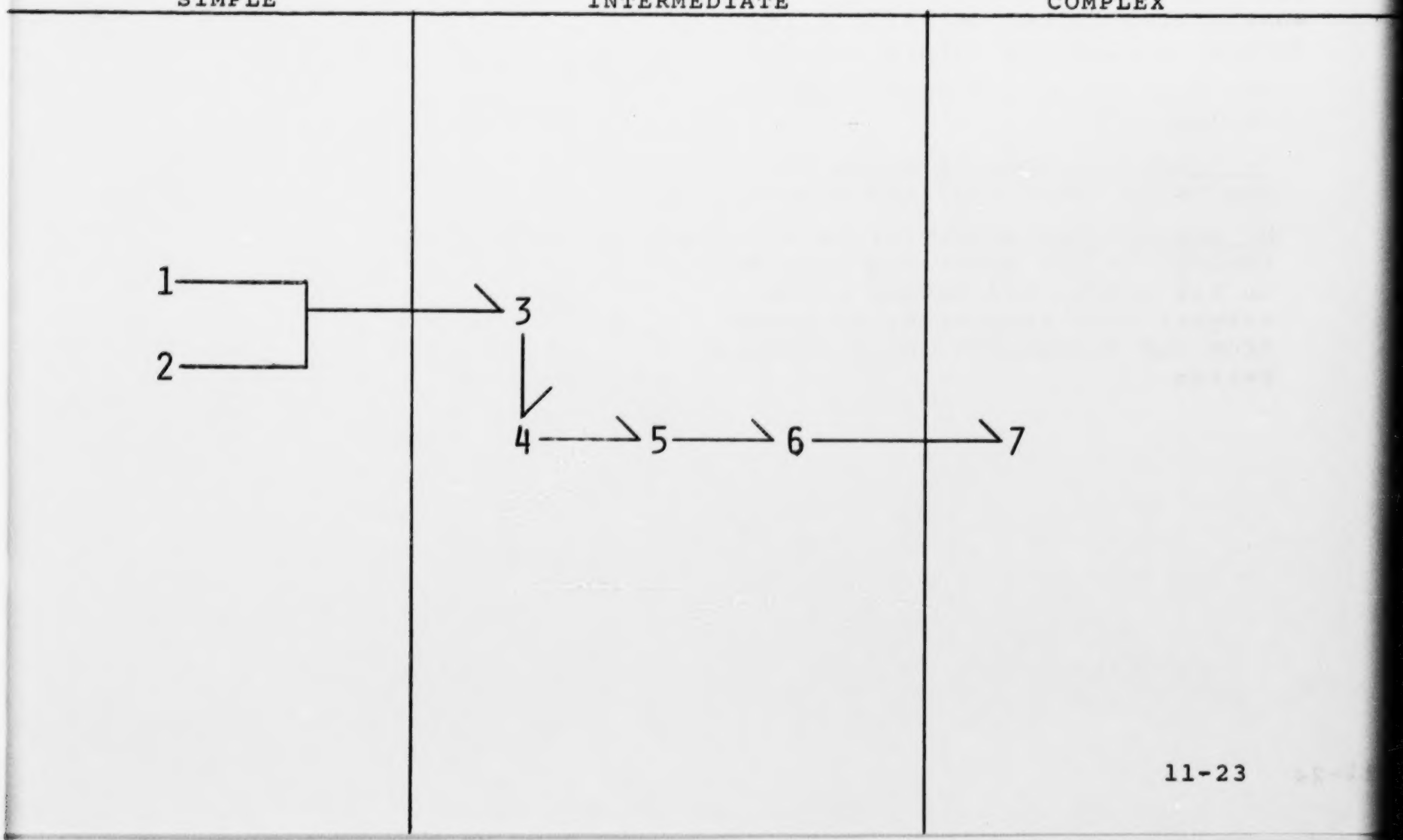
Having explored the wide spectrum of economic forces and ideas that have acted to shape the economic system and values of the United States, it is time to look forward. This topic asks students to focus on two major ideas about the future of our economic system.

First, what are the greatest problems with which our system needs to deal in the future, at both the national and local level? Second, what are your own values, with respect to the future direction of our nation, and what actions do you recommend this nation take to deal with these problems?

The skills that students are expected to perform during this topic, represent the highest level of cognitive development. The ability to cope with the ambiguity of the future; to verbalize one's values and use them as a yardstick to evaluate proposals and ideas; to organize one's values in such a way that they can be translated into goals for the future; — these are skills that are vital to an individual planning for adult life.

The strategies outlined in this topic are specifically designed to promote divergent thinking. Pat answers about their future will not prepare these students to deal with events of the last quarter of this century. They need the opportunity to explore, weigh, and evaluate a wide variety of values and ideas, so the impact of change, as it occurs with greater and greater rapidity, can be managed and used, to the individual's advantage rather than his detriment.

OBJECTIVE FLOW CHART



TOPIC III

11TH GRADE

OBJECTIVES

CONTENT

1. - The student will demonstrate his ability
   - to compare his values and beliefs with those of another person
   - by telling in his own words the meaning he sees in a poem, and identifying the similarities and differences between his values and beliefs, and those of the poem's author.

2. - The student will demonstrate his ability
   - to state his own ideas on a question about which there is real doubt as to the best explanation
   - by presenting, orally or in writing, his views on the question, and citing actual events as evidence to support his position.

3. Given two viewpoints on the future direction and dimension that change should take in our society in the future (a plan for future change),
   - the student will demonstrate his ability
   - to apply his inquiry model for analyzing and evaluating plans
   - by presenting, orally or in writing, answers to the questions that make up his model, and defend those answers with supporting evidence from the viewpoints under investigation.

INSTRUCTIONAL STRATEGIES

A. (Strategy for Objectives 1 and 2)

Hand out poem, "Moment of Truth," case study 5, from Appendix A.

Encourage students to state <u>their</u> reactions and the meaning <u>they</u> see in the poem, rather than trying to locate and identify what the poet meant. Questions like the following should be helpful:

1. Does the poem say anything to you about the relationship between society's values and change? What?
2. The poem talks of continual movement of mankind. In your mind, does this continued movement ensure or promise progress? Support your position.
3. Do you agree with the poet's idea that generations, "...are the bridge builders between yesterday and tomorrow"?
4. The poet says, "...we stand for a moment halted...." How long can we halt or hold the present?
5. What meaning do you give the title of the poem?
6. If what the poet is saying here is true - "there is no remaining still" - then the questions that arise are, "How should society change? What should be society's direction in the future?"

B. (Strategy for Objective 3)

Hand out case study 6 from Appendix A, "How Should Society Change?"

Here are viewpoints by two college students, concerning the direction and dimension of change that our society should embrace in the future. Using a modification of the questions we have been using to explore historic changes in our society, let's investigate these viewpoints as plans proposed for the future:

1. What differences in proposals can you identify in these viewpoints?
2. Which is proposing the greatest number of new ideas.
3. What groups are supporting and resisting the new ideas?
4. What values underly the ideas of both viewpoints?
5. What tactics to promote and resist the new ideas are proposed?
6. What specific changes will occur if either of these plans are instituted?
7. Rating both plans on the Impact Scale, if accomplished, which will cause the greatest change to occur? Cite evidence to support your position.
8. If either, which plan most closely states your values and concerns for the future?

TOPIC III

11TH GRADE

OBJECTIVES

CONTENT

4. - The student will demonstrate his ability
   - to detect trends
   - by speculating about problems his nation and local region will face in the future, based on evidence in the present, and predict at least 5 problems that each will face in these areas during most of his lifetime.

5. Having speculated about problems that his nation and/or local region will face in the future,
   - the student will demonstrate his ability
   - to propose possible courses of action for problems on which there are differences of opinion
   - by proposing plans that could be instituted, nationally and/or locally, to deal with the problems and include arguments that support the proposals.

6. Having proposed possible courses of action in dealing with future problems of the nation and/or local region,
   - the student will demonstrate his ability
   - to recognize the interdependence of institutions within our system
   - by predicting the consequences that changes in one part of our system will have on institutions in other parts of our system.

INSTRUCTIONAL STRATEGIES

C. (Strategy for Objectives 4-7)

The series of questions proposed below are designed to focus on the future and students' values in relation to that future. All "How would..." and "should" questions are asking students to deal with controversial problems over which there are great differences of opinion. The key factor here is for the student to recognize what his own values are, and to use them as a yardstick for developing plans and evaluating plans of others. A wide variety of strategies is possible, including debates, position papers, and role playing. There really are no right and wrong answers to these questions—only answers that reflect a person's values. It is through this reflection, that students will be required to organize and verbalize values which they may only have felt, subconsciously, up to now. The teacher's role, here, is to help students recognize and organize the values they hold into a value system.

1. Problems of the Future
   a. What are the biggest problems we will be facing in the future (your lifetime) of our nation?
   b. Will any of these problems deal with economics?
   c. How would you solve these problems? Which first?
   d. How would your solutions affect other problems and institutions in our system?
2. Recommending Change
   a. If you had the power to change or retain parts of our system, which would you change, or which would you retain?
   b. State your reasons.
   c. Which should be first, or most important, on each list?

TOPIC III

11TH GRADE

OBJECTIVES

CONTENT

7. - The student will demonstrate his ability

- <u>to consider and evaluate controversial questions</u> in a defensible manner
- <u>by setting of standards</u> or values for each of the following questions.
- <u>by determining how</u> closely present systems of man meet these standards or values.
- <u>by presenting his judgments</u> about the following questions based upon the criteria stated in a and b.

  a. Considering the parts of our system that, in your mind, need changing, which should we deal with first?
  b. Looking carefully at the region in which you live, in what direction should that region apply its greatest efforts in the next 5 years; 25 years; your lifetime?
  c. Viewing the nation as a whole, in what direction should it apply its greatest efforts in the next 5 years; 25 years; your lifetime?

INSTRUCTIONAL STRATEGIES

C. (Cont.)

3. Problems and Change for Your Region
   a. Looking carefully at the rural region where you live, what do you see as the biggest problems it must face in the future?
   b. How would you solve these problems? Which first?
   c. In what direction should your region apply its greatest efforts in the next 5 years; 25 years; your lifetime?
4. In what direction should the nation head in the next 5 years; 25 years; your lifetime?

APPENDIX A

FOR

GRADE 11

Edward William Harrow

Mr. Harrow stood in the middle of what was once one of the busiest cheese factories in the area. The big vats are all empty now. The loading platform that once used to load thousands of pounds of cheese in a week was deserted. The hustle and bustle that was once the mixing area was quiet now. As Mr. Harrow walked to the office upstairs in the back of the plant, he tried to piece together those events that lead to this final ending.

He could remember how his father and uncles used to work in the mixing room and loading area, while his grandparents watched and handled the new orders. He got a warm feeling, thinking of those bygone days, He remembers his father and uncles building the new plant and how happy they were. This business supported five families and sent him to college, until the war came. He remembers coming home and being needed in the business, and how it really grew after the war.

He remembers the new highway to the city and new companies that moved into the area, paying higher wages. He remembers how schools grew with the population increase, and so did their budgets. He remembers how government put in sewers and new roads and more police and fire protection, and how its budget grew. He remembers how the price of milk skyrocketed, and so did the cost of transportation. He also remembers the curious effect on his sales volume, the rise in price had caused.

He remembers how he had to let some long time employees go. He remembers how the new boiler set the family back, and Christmas was very lean that year. He remembers how he had to replace some equipment and how much it cost. He also remembers the union organizers and the strike. That was a fight he could never forget. He still couldn't figure how those union men thought they could tell him how to run his business. He remembers borrowing to meet payroll, and interest on the debt. He remembers the bank notice to come in and discuss the loans. Finally, he remembers the last rap of the auctioneer's gavel—SOLD. The new owners gave him two weeks to clean out a lifetime of memories, and vacate the property. Business had been so good and he had worked hard to keep it going. How could all this happen in America?

Mr. Edward William Harrow —Age 49, married, 5 children (one at State College).

Case Study 2

"KRISHNA CHANDRA"

From: "Indian Villagers Welcome Electricity"

By Ernest Weatherall

The ugly power line poles, with their jungle of wires, are the most beautiful sight in the world to the villagers of Derna.

At last electricity has reached this Indian village, bringing with it the comforts of the 20th century.

Krishna Chandra proudly pointed to the electric pump he had purchased since the power line arrived. "Now I do not need my bullocks to lift the water out of the ground," he said. "I can now bring water to my fields without much difficulty."

Now Mr. Chandra no longer has to depend on the capricious monsoon that often passes over the village without bringing rain. His fields are green while others are dusty and withering because the rains did not come. But as more and more banks are making loans available to the rural economy, other farmers will be retiring their bullock-powered "Persian water-wheels," which have served India for several thousand years.

"Perhaps someday when I have a succession of fine crops I will buy a tractor," Mr. Chandra said. "But my holdings are too small for a tractor. Perhaps several of the farmers in the village can get together and share one."

. . . . . .

Electricity has changed life in Derna. Once the villagers used to retire as darkness descended. But now they stay up late, since they no longer have to depend on gasoline lamps or flickering oil lanterns for illumination.

Because of electricity, a great innovation has arrived in Derna—one that has changed the cultural patterns all over the world—television.

"We have a television set in the village square," village elder Sudesh Shegal explained. "It arrived just two weeks past. Now there is something for us to do in the evening."

Video has brought the world to Derna. The world in this case is New Delhi, the home of the national government. The programs on how to raise better crops or cook grain that will taste better and be more nourishing, or why villagers should limit their families to no more than three children would seem boring by western standards. But they are watched with deep interest.

Foreign documentaries, travelogues, and even the American astronaut landings on the moon have been shown on television. The villagers cannot as yet quite comprehend these events from another world. But soon Derna will shake off its hundreds of years isolation and understand what is going on beyond its mud walls.

There are over 500,000 villages in India. It may take a century before the last of these will see those ugly, yet beautiful, power lines creeping up their lanes, as did the farmers of Derna. But when electricity comes to an Indian village, life is never the same again.

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THE DECLARATION OF INDEPENDENCE*

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. —We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute a new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

. . . . . .

We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People. —Nor have We

THE DECLARATION OF INDEPENDENCE (Cont.)

been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity....

WE, THEREFORE, THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be FREE and INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. —And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*Condensed from The Declaration of Independence.

CHARLES INGLIS, THE TRUE INTEREST OF AMERICA IMPARTIALLY STATED

1776

. . . Let us now, if you please, take a view of the other side of the question. Suppose we were to revolt from Great-Britain, declare ourselves Independent, and set up a Republic of our own—what would be the consequence? —I stand aghast at the prospect—my blood runs chill when I think of the calamities, the complicated evils that must ensue, and may be clearly foreseen—it is impossible for any man to foresee them all. . . .

1. All our property throughout the continent would be unhinged; the greatest confusion, and most violent convulsions would take place. It would not be here, as it was in England at the Revolution in 1688. . . . But in case of our revolt, the old constitution would be totally subverted. The common bond that tied us together, and by which our property was secured, would be snapt asunder. It is not to be doubted but our Congress would endeavor to apply some remedy for those evils; but with all deference to that respectable body, I do not apprehend that any remedy in their power would be adequate, at least for some time. I do not chuse to be more explicit; but I am able to support my opinion.

2. What a horrid situation would thousands be reduced to who have taken the oath of allegiance to the King; yet contrary to their oath, as well as inclination, must be compelled to renounce that allegiance, or abandon all their property in America! How many thousands more would be reduced to a similar situation; who, although they took not that oath, yet would think it inconsistent with their duty and a good conscience to renounce their Sovereign; I dare say these will appear trifling difficulties to our author; but whatever he may think, there are thousands and thousands who would sooner lose all they had in the world, nay life itself, than thus wound their conscience. A Declaration of Independency would infallibly disunite and divide the colonists.

3. By a Declaration for Independency, every avenue to an accommodation with Great-Britain would be closed; the sword only could then decide the quarrel; and the sword would not be sheathed till one had conquered the other.

The importance of these colonies to Britain need not be enlarged on, it is a thing so universally known. The greater their importance is to her, so much the more obstinate will her struggle be not to lose them. The independency of America would, in the end, deprive her of the West-Indies, shake her empire to the foundation, and reduce her to a state of the most mortifying insignificance. Great-Britain therefore must, for her own preservation, risk every thing, and exert her whole strength, to prevent such an event from taking place. This being the case—

4. Devastation and ruin must mark the progress of this war along the sea coast of America. Hitherto, Britain has not exerted her power. Her number of troops and ships of war here at present,

CHARLES INGLIS, THE TRUE INTEREST OF
AMERICA IMPARTIALLLY STATED (Cont.)

is very little more than she judged expedient in time of peace—the former does not amount to 12,000 men—nor the latter to 40 ships, including frigates. Both she, and the colonies, hoped for and expected an accommodation; neither of them has lost sight of that desirable object. The seas have been open to our ships; and although some skirmishes have unfortunately happened, yet a ray of hope still cheered both sides that, peace was not distant. But as soon as we declare for independency, every prospect of this kind must vanish. Ruthless war, with all its aggravated horrors, will ravage our once happy land—our seacoasts and ports will be ruined, and our ships taken. Torrents of blood will be spilt, and thousands reduced to beggary and wretchedness. . . .

Moment of Truth*

We are each our father's rebel and our son's establishment;
We are the caveman's future and the star traveler's past.
In the halfway house of the present we carve our names on the doorpost,
Cutting our letters deeply, hoping that some may last.

We are the bridge builders between yesterday and tomorrow,
Settling our piers securely, testing each cable's strength,
Doubling and trebling our margin against danger of overloading,
Preserving and painting the steelwork, coloring it length by length.

Now here in the living present we stand for a moment halted,
Poised between past and future, each tugging at our will,
Shadowed behind by darkness, dazzled in front by sunrise,
Knowing one thing only for certain: There is no remaining still.

Peter J. Henniker-Heaton

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HOW SHOULD SOCIETY CHANGE?

First Viewpoint

The problem with the "new left" today, is its escalation of unreality. Looking back over the last four years, I find things have become worse. Since I arrived at college, a lot of latent, undemocratic views of students have come out in the open and have become a militant ideology. Most students at this school are from elite backgrounds, and few have a strong belief in democracy. Their lack of knowledge has disarmed them, and they have been swept away by the radical groups. The "new left" has become a thing of sensation. It does not foster a commitment to democratic ideas. Those who believe in democracy and civil liberties have no business in the "new left."

These new groups are totalitarian in nature and intolerant of the ideas of others. They have created a growth of intellectual terrorism where people are afraid to say conformist things. My dispute with the "new left" centers around the tactics of change, the direction it proposes and the constituents it attracts.

If change must come, and I know that it must, it can only be through the democratic process. If the majority is against change, then it is the job of the minority not to terriroize, but to change the minds of the majority. The violence proposed by the "new left" can only bring repression from the "Right."

I don't think the American people are hopelessly reactionary. I think they can be reached, and it is our job to appeal to their reason. We will reach them through elected action, and not through violence, or building takeovers.

American society has more than its share of injustices. It's urgent that we seek just solutions to the problems that confront us. Heaping new injustices on top of the old, will only polarize our society. America can no longer afford to be polarized into the Agnew camp or the S.D.S. camp.

Second Viewpoint

Peace candidates, the democratic process, the open forum—they are absurd. Our leadership does not seek peace. The democratic process offers no opportunity for the masses, and no open forum for the discussion of ideas has ever existed here. The true ideas that would allow the people to challenge the existing system are systematically excluded. We of the "new left" represent a great many viewpoints as to what kind of society we should seek, but we are united in one idea. The present society is run for the benefit of a small, elite, business class. Given the nature of capitalism, it's unlikely that it will ever serve the real needs of the people. Those who speak of correcting injustice through the democratic process, coddle the very people who cause the injustices. Our new direction is clear. We must destroy the existing capitalist system, so that the working class can get the power to govern themselves. The danger that lurks in the shadows, and controls our society is not the danger of Communism. It is the steel boot of Fascism. When the working masses of America realize this fact, they will rise up and seize for themselves what is justly theirs. Power to the people!!

APPENDIX B

FOR

GRADE 11

SUGGESTED FORCES IN ECONOMIC HISTORY TO BE INVESTIGATED DURING IMPLEMENTATION OF TOPIC II

TIME PERIOD 1 1607-1781

Mayflower Compact - opposed to existing system in Europe.
Cornlaws, Hat Act, Iron Act, Molasses Act, Stamp Act, Navigation Acts - opposed by colonists with smuggling, boycotts, and violence (Burning Gaspe, Boston Tea Party).
Western Settlement - French and Indian War.
Bacon's Rebellion - Governor of Virginia.
Patroonship land grant system in New Amsterdam - private ownership of land by individual farmers in other colonies.

TIME PERIOD 2 1781-1820

Articles of Confederation - United States Constitution: Article I Sections 7 and 8, Article IV, Article VI.
1st National Bank - opponents.
Non-Intercourse Act - Hartford Convention.
Industrial Development - Agrarian development.
North and Tariff - South and no Tariff.
Sectionalism - Compromise 1820 (no slavery-industry) (slavery-agriculture).

TIME PERIOD 3 1820-1860

Internal expansion (American System) - private expansion (government should not do it).
Tariffs - agriculturalist (the 1833 Compromise).
Railroad specialization East-South-West.
2nd National Bank - President Jackson.
Slavery and the West - Compromise 1820.
Popular sovereignty - Compromise 1850.
North-South Clash.
Commonwealth v. Hunt (1842) - predominant viewpoint against labor at that time.
Waltham Factory System - later (1860-70) factory system.

TIME PERIOD 4 1860-1914

Railroad development - I.C.C. 1887.
Corporate development - Sherman Anti-trust Law.
Munn v. Illinois.
Isolation - Imperialism.
Agrarian Crusade - impersonal, harsh industrial state.
Regulation of Industry - non-regulation (laissez-faire)

Hepburn Act
Elkins Act
Mann-Elkins Act
Clayton Act
Pure Food and Drug Act
Newlands Reclamation Act

Ideology of businessmen "American Heritage".

SUGGESTED FORCES IN ECONOMIC HISTORY TO BE INVESTIGATED DURING IMPLEMENTATION OF TOPIC II (Cont.)

TIME PERIOD 5 1914-1930

Tariffs - No tarrifs.
World War I - Isolation.
League of Nations - Normalcy.
Immigration - Palmer Raids.
Automobile and its impact.
Strikes after World War I.
Volstead Act - Wets.
The Crash - Hoover's remedy (would it have worked).
Progressivism - Reaction.
(T. Roosevelt - (Harding - Coolidge) Wilson).

TIME PERIOD 6 1930-1945

F.D.R.'s New Deal - Ideology of America at the time
Wagner Act - Anti-Labor Ideology.
Social Security.
Fair Labor Practices Act - Harding.
N.R.A. - Old course of action.
N.L.R.A. - Old course of action. Hoover or
A.A.A. (both) - Old course of action. Coolidge

TIME PERIOD 7 1945-

Taft-Hartley-Wagner, Fair Labor Standards Act.
Landrum-Griffin-Taft-Hartley.
U.N. - Isolationists.
Cold War - Hot War.
Kennedy's Inaugural.
Great Society - Goldwater.
Humphrey-Nixon.

THOMAS JEFFERSON, THE IMPORTANCE OF AGRICULTURE

1784

The political economists of Europe have established it as a principle that every state should endeavor to manufacture for itself; and this principle, like many others, we transfer to America, without caluculating the difference of circumstance which should often produce a difference of result. In Europe the lands are either cultivated, or locked up against the cultivator. Manufacture must therefore be resorted to of necessity, not of choice, to support the surplus of their people. But we have an immensity of land courting the industry of the husbandman. Is it best then that all our citizens should be employed in its improvement, or that one half should be called off from that to exercise manufactures and handicraft arts for the other? Those who labor in the earth are the chosen people of God, if he ever had a chosen people, whose breasts he had made his peculiar deposit for substantial and genuine virtue. . . . While we have land to labor then, let us never wish to see our citizens occupied at a workbench, or twirling a distaff. Carpenters, masons, smiths, are wanting in husbandry; but, for the general operations of manufacture, let our workshops remain in Europe. It is better to carry provisions and materials to workmen there than bring them to the provisions and materials, and with them their manners and principles. The loss by the transportation of commodities across the Atlantic will be made up in happiness and permanence of government. The mobs of great cities add just so much to the support of pure government, as sores do to the strength of the human body. It is the manners and spirit of a people which preserve a republic in vigor. A degeneracy in these is a canker which soon eats to the heart of its laws and constitution. . . .

ALEXANDER HAMILTON, REPORT ON THE SUBJECT OF MANUFACTURES

December 5, 1791

The expediency of encouraging manufactures in the United States . . . appears at this time to be pretty generally admitted. The embarrassments which have obstructed the progress of our external trade, have led to serious reflections on the necessity of enlarging the sphere of our domestic commerce. The restrictive regulations, which, in foreign markets, abridge the vent of the increasing surplus of our agricultural produce. . . beget an earnest desire that a more extensive demand for that surplus may be created at home. . . .

To affirm that the labor of the manufacturer is unproductive, because he consumes as much of the produce of land as he adds value to the raw material which he manufactures, is not better founded than it would be to affirm that the labor of the farmer, which furnishes materials to the manufacturer, is unproductive, because he consumes an equal value of manufactured articles. Each furnishes a certain portion of the produce of his labor to the other, and each destroys a corresponding portion of the produce of the labor of the other. In the meantime, the maintenance of two citizens, instead of one; and they, together, consume twice the value of what is produced from the land. . . .

It is now proper to proceed a step further, and to enumerate the principal circumstances from which it may be inferred that manufacturing establishments not only occasion a positive augmentation of the produce and revenue of the society, but that they contribute essentially to rendering them greater than they could possibly be without such establishments. These circumstances are:

1. The division of labor.
2. An extension of the use of machinery.
3. Additional employment to classes of the community not ordinarily engaged in the business.
4. The promoting of emigration from foreign countries.
5. The furnishing greater scope for the diversity of talents and dispositions, which discriminate men from each other.

ALEXANDER HAMILTON, REPORT ON THE SUBJECT OF MANUFACTURES (Cont.)

6. The affording a more ample and various field for enterprise.
7. The creating, in some instances, a new, and securing, in all, a more certain and steady demand for the surplus produce of the soil.

Each of these circumstances has a considerable influence upon the total mass of industrious effort in a community; together, they add to it a degree of energy and effect which is not easily conceived. . . .

Excerpts From

POPULIST PARTY PLATFORM,

July 4, 1892

. . . . . .

. . . We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influences dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. They have agreed together to ignore, in the coming campaign, every issue but one. They propose to drown the outcries of a plundered people with the uproar of a sham battle over the tariff, so that capitalists, corporations, national banks, rings, trusts, watered stock, the demonetization of silver and the oppressions of the usurers may all be lost sight of. They propose to sacrifice our homes, lives, and children on the altar of mammon; to destroy the multitude in order to secure corruption funds from the millionaires.

Assembled on the anniversary of the birthday of the nation, and filled with the spirit of the grand general and chieftain who established our independence, we seek to restore the government of the Republic to the hands of the "plain people," with which class it originated. We assert our purposes to be identical with the purposes of the National Constitution; to form a more perfect union and establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity.

We declare that this Republic can only endure as a free government while built upon the love of the people for each other and for the nation; that it cannot be pinned together by bayonets; that the Civil War is over, and that every passion and resentment which grew out of it must die with it, and that we must be in fact, as we are in name, one united brotherhood of free [men].

POPULIST PARTY PLATFORM (Cont.)

. . . We pledge ourselves that if given power we will labor to correct these evils by wise and reasonable legislation, in accordance with the terms of our platform.

We believe that the powers of government - in other words, of the people - should be expanded (as in the case of the postal service) as rapidly and as far as the good sense of an intelligent people and the teachings of experience shall justify, to the end that oppression, injustice, and poverty shall eventually cease in the land.

While our sympathies as a party of reform are naturally upon the side of every proposition which will tend to make men intelligent, virtuous, and temperate, we nevertheless regard these questions, important as they are, as secondary to the great issues now pressing for solution. . . . We declare, therefore—

First. —That the union of the labor forces of the United States this day consummated shall be permanent and perpetual; may its spirit enter into all hearts for the salvation of the Republic and the uplifting of mankind.

Second. —Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. "If any will not work, neither shall he eat." The interests of rural and civil labor are the same; their enemies are identical.

Third. —We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads; and should the government enter upon the work of owning and managing all railroads, we should favor an amendment to the constitution by which all persons engaged in the government service shall be placed under a civil-service regulation of the most rigid character, so as to prevent the increase of the power of the national administration by the use of such additional government employees.

FINANCE. —We demand a national currency, safe, sound, and flexible issued by the general government only a full legal tender for all debts, public and private, and that without the use of banking corporations; a just, equitable, and efficient means of distribution direct to the people, at a tax not to exceed 2 percent, per annum, to be provided as set forth in the sub-treasury plan of

POPULIST PART PLATFORM (Cont.)

the Farmers' Alliance, or a better system; also by payments in discharge of its obligations for public improvements.

1. We demand free and unlimited coinage of silver and gold at the present legal ratio of 16 to 1.
2. We demand that the amount of circulating medium be speedily increased to not less than $50 per capita.
3. We demand a graduated income tax.
4. We believe that the money of the country should be kept as much as possible in the hands of the people, and hence we demand that all State and national revenues shall be limited to the necessary expenses of the government, economically and honestly administered.
5. We demand that postal savings banks be established by the government for the safe deposit of the earnings of the people and to facilitate exchange.

TRANSPORTATION. —Transportation being a means of exchange and a public necessity, the government should own and operate the railroads in the interest of the people. The telegraph and telephone, like the post-office system, being a necessity for the transmission of news, should be owned and operated by the government in the interest of the people.

LAND. —The land, including all the natural sources of wealth, is the heritage of the people, and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. All land now held by railroads and other corporations in excess of their actual needs, and all lands now owned by aliens should be reclaimed by the government and held for actual settlers only.

"WHAT'S THE MATTER WITH KANSAS?"

Editorial by William Allen White
August 16, 1896

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What's the matter with Kansas?

We all know; yet here we are at it again. We have an old mossback Jacksonian who snorts and howls because there is a bathtub in the state house; we are running that old jay for Governor. We have another shabby, wild-eyed, rattle-brained fanatic who has said openly in a dozen speeches that "the rights of the user are paramount to the rights of the owner"; we are running him for Chief Justice, so that capital will come tumbling over itself to get into the state. We have ranked the old ash heap of failure in the state and found an old human hoop-skirt who has failed as a businessman, who has failed as an editor, who has failed as a preacher, and we are going to run him for Congressman-at-Large. He will help the looks of the Kansas delegation at Washington. Then we have discovered a kid without a law practice and have decided to run him for Attorney General. Then, for fear some hint that the state had become respectable might percolate through the civilized portions of the nation, we have decided to send three or four harpies out lecturing, telling the people that Kansas is raising hell and letting the corn go to weeds.

. . . . . .

We need several thousand gibbering idiots to scream about the "Great Red Dragon" of Lombard Street. We don't need population, we don't need wealth, we don't need well-dressed men on the streets, we don't need standing in the nation, we don't need cities on the fertile prairies; you bet we don't! What we are after is the money power. Because we have become poorer and ornerier and meaner than a spavined, distempered mule, we, the people of Kansas, propose to kick; we don't care to build up, we wish to tear down.

"There are two ideas of government," said our noble Bryan at Chicago. "There are those who believe that if you just legislate to make the well-to-do prosperous, this prosperity will leak through on those below. The Democratic idea has been that if you legislate to make the masses prosperous their prosperity will find its way up and through every class which rests upon them."

"WHAT'S THE MATTER WITH KANSAS?" (Cont.)

That's the stuff! Give the prosperous man the dickens! Legislate the thriftless man into ease, whack the stuffings out of the creditors and tell debtors who borrowed the money five years ago when money "per capita" was greater than it is now, that the contraction of currency gives him a right to repudiate.

Whoop it up for the ragged trousers; put the lazy, greasy fizzle, who can't pay his debts, on an altar, and bow down and worship him. Let the state ideal be high. What we need is not the respect of our fellow men, but the chance to get something for nothing.

On, yes, Kansas is a great state. Here are people fleeing from it by the score every day, capital going out of the state by the hundreds of dollars; and every industry but farming paralyzed, and that crippled, because its products have to go across the ocean before they can find a laboring man at work who can afford to buy them. Let's don't stop this year. Let's drive all the decent, self-respecting men out of the state. Let's keep the old clodhoppers who know it all. Let's encourage the man who is "posted." He can talk, and what we need is not mill hands to eat our meat, nor factory hands to eat our wheat, nor cities to oppress the farmer by consuming his butter and eggs and chickens and produce. What Kansas needs is men who can talk, who have large leisure to argue the currency question while their wives wait at home for that nickel's worth of bluing.

What's the matter with Kansas?

Nothing under the shining sun. She is losing wealth, population and standing. She has got her statesmen, and the money power is afraid of her. Kansas is all right. She has started in to raise hell, as Mrs. Lease advised, and she seems to have an over-production. But that doesn't matter. Kansas never did believe in diversified crops. Kansas is all right. There is absolutely nothing wrong with Kansas. "Every prospect pleases and only man is vile."

"PRESIDENT NIXON'S ADDRESS TO NATION ON INFLATION AND ECONOMIC POLICY"

June 17, 1970

Good afternoon, my fellow Americans.

Today I would like to share with you my thoughts on three subjects that reach into the homes and the pocketbooks of every family—your job, your income, and your cost of living.

Specifically, I shall announce actions that will help to move us ahead more quickly toward our goal of full employment, economic growth and reasonable price stability in peacetime.

Let us begin by recognizing these facts:

The American economy is the strongest in the world. This year the number of Americans who have jobs is the highest in our history. Even allowing for taxes and inflation, the average real income of Americans is higher this year than ever before in part because of the increase in Social Security benefits and the reduction of the tax surcharge, which will end entirely this month.

Now because of that basic economic strength, we can honestly and confidently face up to our current problems.

Unemployment has increased, the price index continues to rise, profits have gone down, the stock market has declined. Interest rates are too high.

Today, I am presenting a program to deal with these problems.

. . . . . .

Seventeen months ago when this Administration took office, we stood at a crossroads of economic policy. There were actually four roads open to us. One was the road of runaway inflation. To do nothing about Government spending and rising prices. To let the boom go on booming until the bubble burst.

That was the road the nation was taken on in the sixties. And the people who suffer most along that road are the millions of Americans living on fixed incomes.

The road headed in the opposite direction from that one was a possible choice as well.

Let the economy go through the wringer, as some suggested, and bring on a major recession.

Well, that would stop inflation abruptly. But at a cost in human terms of broken careers and broken lives that this nation must never again have to pay.

A third choice was the route of wage and price controls, which would lead to rationing, black marketing, total Federal bureaucratic domination. And it would never get at the real causes of inflation.

That left a fourth choice. To cut down the sharp rise in Federal spending and to restrain the economy firmly and steadily. And that way prices would slow their rise without too great a hardship on the working man, the businessman, and the investor.

That was the road of responsibility. That is the road we chose. And that is the road we are continuing on today.

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While relying basically on continued moderation in general fiscal and monetary policies, I think it is necessary and timely to supplement them with several more specific measures. And here are the actions I am taking to speed up the fight against inflation.

First, I shall appoint a National Committee on Productivity with representatives from business, labor, the public and Government.

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"PRESIDENT NIXON'S ADDRESS TO NATION ON INFLATION AND ECONOMIC POLICY" (Page 2)

This commission's task will be to point the way toward . . . growth in 1970 and in the years ahead. I shall direct the commission to give first priority to the problems we face now. We must achieve a balance between costs and productivity that will lead to more stable prices.

. . . . . .

Second, I have instructed the Council of Economic Advisers to prepare a periodic inflation alert. This will spotlight the significant areas of wage and price increases and objectively analyze their impact on the price level. This inflation alert will call attention to outstanding cases of price or wage increases and will be made public by the Productivity Commission.

Third, I'm establishing a Regulations and Purchasing Review Board within the Federal Government. All Government actions will be reviewed to determine where Federal purchasing and regulations drive up costs and prices. Our import policy will be reviewed to see how supplies can be increased to meet rising demand without losing jobs here at home.

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Now, here is what I will not do.

I will not take this nation down the road of wage and price controls, however politically expedient that may seem. Controls and rationing may seem like an easy way out, but they are really an easy way in—to more trouble, to the explosion that follows when you try to clamp a lid on a rising head of steam without turning down the fire under the pot.

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The actions I have outlined today are well within the powers of the President. But there are other actions that the President cannot take alone.

This is not the time for the Congress to play politics with inflation by passing legislation granting the President standby powers to impose wage and price controls. The Congress knows I will not impose controls because they would do more harm than good.

This is the time, however, for Congress and the President to cooperate on a program specifically addressed to help the people who need help most in a period of economic transition from a wartime to a peacetime economy.

Now, here is that program: To provide more help now to those workers who have lost jobs. I urge the Congress to pass the legislation I have proposed to expand and strengthen our unemployment insurance system. This legislation would cover almost five million more people who lack this protection now.

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To help those in need of job training, I urge the Congress to pass the Manpower Training Act, which provides an automatic increase in manpower training funds in times of high unemployment.

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To further protect the small investor, I support the establishment of an insurance corporation with a Federal backstop to guarantee the investor against losses that could be caused by financial difficulties of brokerage houses. . . .

To relieve the worries of many of our older citizens living on fixed incomes, I urge the Congress to pass my proposal to tie Social Security benefits to the cost of living. This proposal . . . will keep the burden of the fight against inflation from falling on those least able to afford it.

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The true prosperity that I envision offers a new fairness in

Case Study 5

"PRESIDENT NIXON'S ADDRESS TO NATION
ON INFLATION AND ECONOMIC POLICY" (Page 3)

our national life. We are working toward a system that will provide "job justice," open and equal opportunity for every man and woman to build a good career.

We are working toward a system that replaces the old ups and downs with a new steadiness of economic growth within our capacity to produce sufficiently. And we are working toward a system that will deliver a higher standard of living to a people living in peace.

That is the hope offered by a modern free enterprise system, not managed by Government and not ignored by Government, but helped by a Government that creates the climate for steady healthy growth.

As we move forward into a peacetime economy, I am confident that we will achieve the only kind of prosperity that counts. The prosperity that lasts, the prosperity that can be shared by every American.

Thank you and good afternoon.

Case Study 6

LABOR AND BUSINESS QUESTION PRESIDENT'S PROPOSALS

AFL-CIO President remarked, "The proposed National Commission of Productivity and the Council of Economic Advisers inflation alert may increase public education on economic issues, but I fail to see how they will curb inflation, reduce unemployment, and cut interest rates."

A former chairman of the Council of Economic Advisers said, "It might be better than nothing but not much. The President must go beyond mere publicity to set standards of non-inflationary wage and price behavior. The White House must not only define sin in the wage-price field but identify the sinners."

A Pennsylvania labor leader said, "Mr. Nixon's steadfast opposition to the restraints on price increases is support for the business people's policy of getting as much in prices as the market place will bear. I can't see where the wage earner or consumer or small businessman, for that matter, has reason to become more cheerful."

A vice-president for research and economics at a mid-western bank said, "Mr. Nixon's proposals are nothing more than a ploy so the Republicans in . . . November can say they have tried a number of approaches to halting inflation. I don't expect these to be anymore effective than President Johnson's efforts."

A national labor leader said, "The anti-inflation program is weighted against the American worker. It includes nothing that goes to the heart of the current problem—nothing to bring down the interest rates, nothing to correct the imbalance between high prices and inadequate wages, and nothing to put a brake on access profits.